

**THE EFFECTS OF CONTENT AND LANGUAGE INTEGRATED  
LEARNING (CLIL) ON MOTIVATION AND ACHIEVEMENT IN EFL  
CLASSROOMS**

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**THE EFFECTS OF CONTENT AND LANGUAGE INTEGRATED  
LEARNING (CLIL) ON MOTIVATION AND ACHIEVEMENT IN EFL  
CLASSROOMS**

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Approval of the Graduate School of Educational Sciences

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## **ABSTRACT**

### **THE EFFECTS OF CONTENT AND LANGUAGE INTEGRATED LEARNING (CLIL) ON MOTIVATION AND ACHIEVEMENT IN EFL CLASSROOMS**

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Master's Program in English Language Education

Supervisor: Assoc. Prof. Enisa Mede

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The purpose of this thesis was to examine and compare the effects of incorporating CLIL between two 9<sup>th</sup> grade EFL classrooms in Wenling, China. Specifically, the study investigated whether CLIL-based lessons have an impact on the motivation and language achievement (grammar and vocabulary) of the participating students. The study also attempted to find out the perceptions of the students and their teacher about teaching, learning, and practicing English using CLIL. The participants were 56 students (28 control and 28 experimental groups) and two teachers. For this study, the quantitative data were collected through pre- and post-achievement tests, whereas the qualitative data were collected through semi-structured interviews and reflective journals. The results revealed that the implementation of CLIL-based lessons fostered the motivation of the participants and also had a positive impact on their vocabulary and grammar achievement scores. Based on the gathered results, the study offered implications and suggestions for incorporating CLIL in 9<sup>th</sup> grade classrooms.

**Key Words:** CLIL, Motivation, Language Achievement, EFL

## ÖZ

### DİL VE İÇERİĞİ BÜTÜNLEŞTİREN ÖĞRENİMİN MOTİVASYON VE BAŞARI ÜZERİNDEKİ ETKİLERİ

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Bu tezin amacı Çin'in Wenling kentinde 9. sınıf EFL sınıflarına İçerik ve Dil Bazlı Eğitim'in (CLIL) dahil edilmesinin etkilerini incelemek ve karşılaştırmaktır. Çalışma, özellikle CLIL tabanlı derslerin katılımcı öğrencilerin motivasyonu ve dil başarısı (dil ve kelime bilgisi) üzerinde bir etkisi olup olmadığını araştırmıştır. Aynı zamanda, öğrencilerin ve öğretmenlerinin CLIL kullanarak İngilizce öğretme, öğrenme ve pratik yapma hakkındaki algılarını bulmaya çalışmıştır. Katılımcılar 56 öğrenci (28 kontrol ve 28 deney grubu) ve iki öğretmenden oluşmaktadır. Bu çalışmanın amacı için, nicel veriler başarı öncesi ve sonrası testlerle, nitel veriler ise yarı yapılandırılmış görüşmeler ve yansıtıcı dergiler aracılığıyla toplanmıştır. Bulgular, CLIL tabanlı ders uygulamasının öğrencilerin motivasyonunu artırdığını ve başarı puanları üzerinde olumlu bir etkisi olduğunu ortaya koymuştur. Elde edilen sonuçlara dayanarak, çalışma 9. sınıflarda CLIL'in dahil edilmesine yönelik öneriler ve öneriler sunmuştur.

**Anahtar Sözcükler:** CLIL, Motivasyon, Dil Başarı, Yabancı Dil Eğitimi

To My Family,

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## **ABBREVIATIONS**

CLIL : Content and Language Integrated Learning

EFL : English as a Foreign Language

FL : Foreign Language

LA : Language Achievement

MT : Mother Tongue

TL : Target Language

## **Chapter 1**

### **Introduction**

This study aims at analyzing the perceptions and attitudes of English foreign language (EFL) learners and the teacher on Content and language integrated learning (CLIL). Additionally, the study seeks to find the effects of this method on participants' grammar and vocabulary achievement. This chapter primarily emphasizes the significance of CLIL instruction by comparing it with contemporary Chinese instructional methods, which are ubiquitous in the country's pedagogy, and giving a theoretical overview of CLIL. The chapter shows the benefits of using CLIL in a foreign language (FL) teaching with answers to the question of "Why is CLIL practical?" Moreover, the chapter presents a problem statement, the purpose, as well as the research questions of the study. Finally, key terms are given at the end of the chapter.

#### **1.1 Language and Content Integrated Learning (CLIL)**

CLIL is a dual-focused educational approach that includes instruction where content and language have attention on equal terms (Coyle, 2010). Marsh and Lange (1999) describe CLIL as a generic term referring to any educational situation in which an additional language is used for the teaching and learning of content and a second language simultaneously. Similarly, CLIL covers varied approaches which include bilingual/multilingual education, and enhanced language programs (Mehisto, Marsh & Frigols, 2008).

The CLIL term was first introduced in 1994 (Marsh et al., 2001) to describe the innovative educational methodologies that had been developing in Europe. In 1996, CLIL was introduced by universal communications (UNICOM), University of Jyväskylä (Finland), and the European Platform of Dutch Education. Originating in Europe, CLIL has now been adopted in many countries around the world (Carrió-Pastor, 2009). In the past decade, schools have been aggressively seeking to improve their pedagogy and have adopted innovative methods. CLIL has unified these methods and demonstrated their high degree of educational success (Coyle et al., 2010). According to the CLIL approach, global content and language are introduced to students in a foreign language rather than their mother tongue. Global content such as politics, geography, history, science, and art are harmonized with students' current curriculum and given in a communicative and student-centered learning environment. In CLIL lessons, students do not only focus on vocabulary

and grammar, but also on content which raises learners' achievement, curiosity, and motivation. In a general sense, CLIL is a practical approach for content and language learning and building intercultural understanding as well. Coyle et al. (2010) express that through a second language that is used for the learning and teaching of both content and language, the target language does not necessarily need to be the main aim of a given lesson. Each is interwoven, even if the emphasis is greater on one or the other at a given time.

It is important to note that CLIL includes many variants, some of these may be considered as primary language teaching and some can be seen as mainly content teaching and any activity in which a language is considered as a tool to combine languages and subjects in an authentic context (Marsh, 2002). It should also be noted that CLIL is an innovative educational approach that goes above traditional approaches in terms of both subject and language teaching. In CLIL, some content learning (e.g. a topic on global warming) is taught in an additional language (such as English in China). CLIL can be implemented using very different models. Each one can be determined by the context of the school and learners. CLIL invites a re-conceptualization of how we consider language use and learning. It enables the development of an integrated educational approach that actively involves the learner in using and developing the language of learning, language for learning, and language through learning. It has been referred to as education through construction, rather than instruction (Marsh, 2005).

## **1.2 CLIL and Motivation in English Education**

Motivation is accepted to be one of the most influential aspects of language learning as little can be achieved without it (Doiz, Lasagabaster & Sierra, 2014). Gardner and MacIntyre (1993) describe motivation as the key to trying hard, making effort, obtaining aims, and feeling satisfied at the end of achieving goals. Similarly, Dörnyei (1998) states that motivation can initiate and sustain language learning. CLIL's contribution to motivation originates from its natural language learning environment in which students learn a language with real-life content. The integration of content and language in the learning process creates more enthusiastic and motivated learners struggling for the language aims who might have had a negative attitude towards language learning before (Ellis 1997; Coyle et al. 2010). CLIL's challenge of students to engage in high-quality learning in relevant and authentic contexts through the use of the target language has a profound effect on motivation (Coyle, 2008). 'Natural use of language,' according to Darn

(2006:3) 'can boost a learner's motivation towards learning languages.' He identifies CLIL as an instrument that enables learners to explore subjects and topics which interest them the most. CLIL also increases motivation by challenging learners and providing them with alternative goals and means (Marsh, Maljers & Hartiala 2001; Wiesemes, 2009).

### **1.3 Statement of the Problem**

One of the major problems with English language teaching (ELT) is that learners are expected to invest a significant amount of effort and time towards an L2 without a clear purpose. The cost of motivation in such an approach can be detrimental. Content and language integrated learning (CLIL) addresses this issue by presenting the relevance of their language learning from the onset through content (Marsh, 2002).

David Marsh (2000) captured this conundrum best when he compared classical language learning to learning to play a musical instrument without touching the actual instrument or learning to play a sport, such as soccer, without kicking a ball. That is, to learn a language on a theoretical and grammatical level without using it in a way that contributes to self-enrichment.

A large number of language learners do not internalize the target language because of not finding relevance between their lessons and the real world, and as a result, they develop negative attitudes towards lessons. They learn grammar functions and vocabulary with a grammar-translation method (GTM) in teacher-centered lessons, not surprisingly, when it comes to practice, the students cannot use most of the grammar functions that they have learned and find the appropriate words for situations, and, most concerning, they find it difficult producing sentences, even by students with high levels of grammar and vocabulary. This leads to a sharp lack of interest and feelings of helplessness in lessons. Traditional methods do not situate language material in authentic content (Kang, 1995; Lasagabaster & Sierra, 2009).

Therefore, as a teacher currently residing in China, I decided to conduct the CLIL study in a 9<sup>th</sup> grade classroom of a public high school. The study will provide students with the opportunity to be engaged in various authentic content such as biology, science, history, politics, and geography in which they will practice English with their mates in pair- and group work communicatively.

#### **1.4 Purpose of the Study**

Traditional education predominantly focuses on teaching, not learning. However, foreign language learners can be equipped with language functions, vocabulary, speaking, reading, and enjoyable listening abilities within authentic global content (Rivers, 1981). One way to achieve this is through the integration of language and content -- CLIL (Coyle, 2010). In CLIL-based lessons, language is taught through specific meaningful and authentic content such as history, geography, politics, science, and biology in which language learners acquire language in an authentic context.

From these perspectives, the purpose of this study was to examine and compare the effects of CLIL-based lessons on students' vocabulary and grammar achievement in EFL classrooms. The study also attempted to find out the perceptions of students and the teacher about teaching, learning, and practicing English through CLIL using semi-structured interviews and reflective journals. This study suggests CLIL-based lessons as an instruction to traditional, teacher-oriented, and grammar-based English classes. Additionally, this study contributes to language pedagogy literature by shedding light on the effects of CLIL instruction on the motivation of learners as well as their language achievement.

#### **1.5 Research Questions**

To meet these objectives, the following research questions were addressed in this study:

1. Is there any significant difference between the vocabulary and grammar achievement of CLIL and non-CLIL EFL students?
2. What are the perceptions of the students and teacher about using, teaching, and practicing CLIL?

#### **1.6 Significance of the Study**

Content and language integrated learning was defined as very important as learners can use the target language during the learning process within the classroom activities rather than being provided with it for later use. CLIL content provides young learners and students who do not perform well in traditional teaching with better self-confidence. Without extra interest in vocational settings in the curriculum, learners get exposed to the language (European Commission, 2003). Unlike traditional approaches, students learn the target language with appropriate content which enables the use of the target language in an authentic and communicative context.

Content like history, math, art, geography, science, and others can be learned through the CLIL-based lessons which can be used to motivate students with specific interests like art, physical education, or any skills. This can enhance the learning of the target languages and help learners develop a positive attitude towards the lessons and themselves. Similarly, through CLIL, learners are better prepared for the globalized world with higher confidence. In this study, the CLIL lessons are based on contents such as biology, history, politics, science, and geography, and this content was applied communicatively. Lessons begin by activating learner schemata, then proceed to task work in which students are guided to discover elements of the target language that are applied in subsequent group and pair communicative tasks.

Furthermore, present study aims to contribute to the field of language education by providing an alternative instructional solution to the vicious cycle in English such as grammar-based course books, which prevents learners from improving their productive and receptive skills in meaningful ways, strict and teacher-oriented methods, uninteresting materials, and demotivated learners. This prevents language learners from making a connection between language classes and changing, global world which, in turn, makes it harder for learners to transfer the language knowledge from short-term to long-term memory. Therefore, it is hoped that this study will demonstrate an increase in language achievement of EFL learners as well as have a positive influence on their attitudes towards learning English.

### **1.7 Definitions**

**CLIL:** Content and Language Integrated Learning. CLIL is an educational approach in which language and content have equal importance (Coyle et al., 2010).

**FL:** Foreign language refers to the process of learning language indigenous to another country (not normally spoken in the country where the learner is situated) in a formal pedagogic context, for instance, German as a school subject in Ireland (Witte, 2014).

**EFL:** English as a foreign language is the practice and theory of learning and teaching English for use in countries where it is not an official medium (Dictionary, C. E., 2015).

**LA:** Language achievement is defined as how well students have learned or what they are expected to know from a language.

**TL:** Target language is a language into which another language is to be translated or a language other than one's native language that is being learned.

**Motivation:** Factors internal and external that determine what people do and how hard they do those things (Tohidi & Jabbari, 2012).

## Chapter 2

### Literature Review

This chapter respectively provides both a theoretical background and experimental data about the effects of CLIL on the perceptions of learners and teachers. First, it starts with an exploration of subsidiary philosophies and approaches that the history of CLIL is based on. Then, it concentrates upon the details of elements and principles inherent to CLIL. Finally, the chapter concludes with previous studies related to the research questions that attempt to find out students' and teachers' perceptions of CLIL and its effect on students' motivation and language achievements.

#### 2.1 Theoretical Overview of CLIL

This section attends to clarify the underlying philosophies and theoretical overview of CLIL, namely globalization, and 4Cs conceptual framework. The details behind the CLIL theories will be summarized in the following section of this thesis.

**2.1.1 Globalization.** Globalization provides people with opportunities to communicate, travel, study abroad, do business, and transport technologies with ever-decreasing limits, using English as the medium of communication (Bertucci & Alberti, 2003). Geopolitical and historical realities have selected English as the language of globalization (Altan, 2010). The way people live and interact with each other has been heavily shaped by globalization compared to traditional ways of communication. Now, we are living in a global world without any boundaries which enable us to be citizens of other nations rather than only our nation with the help of global technology, education, and lifestyle. As we are 'global' people, correspondingly, the educational system, schools, teachers, and English curriculums should include the necessary steps to prepare the next generation as successful members of the global world (Lerche, 1998; Altan, 2017).

Epstein (2006) emphasizes the connection between globalization and education:

In globalization, it is not simply the ties of economic exchange and political agreement that bring nations and societies together, but also the shared consciousness of being part of a global system. That consciousness is conveyed through ever-larger transnational movements of people and an array of different media, but most systematically through formal education. The inexorable transformation of consciousness brought on by globalization alters the content and

contours of education, as schools take on an increasingly important role in the process (p.75).

As the primary means of international communication, English cannot be separated from globalization: 'English is both the lingua franca of globalization and language of new cosmopolitanism' (Luke, Luke & Graham 2007, p.7). According to Crystal, 'over two-thirds of the world's scientists write in English, three-quarters of the world's email is written in English, and of all the information in the world's electronic retrieval systems, 80% is stored in English' (1987, p. 358). As English is the language of the global world, it is not possible to separate globalization from foreign language education. At this point, the importance of CLIL is emphasized for preparing students for this global world by harmonizing their curriculum with global content.

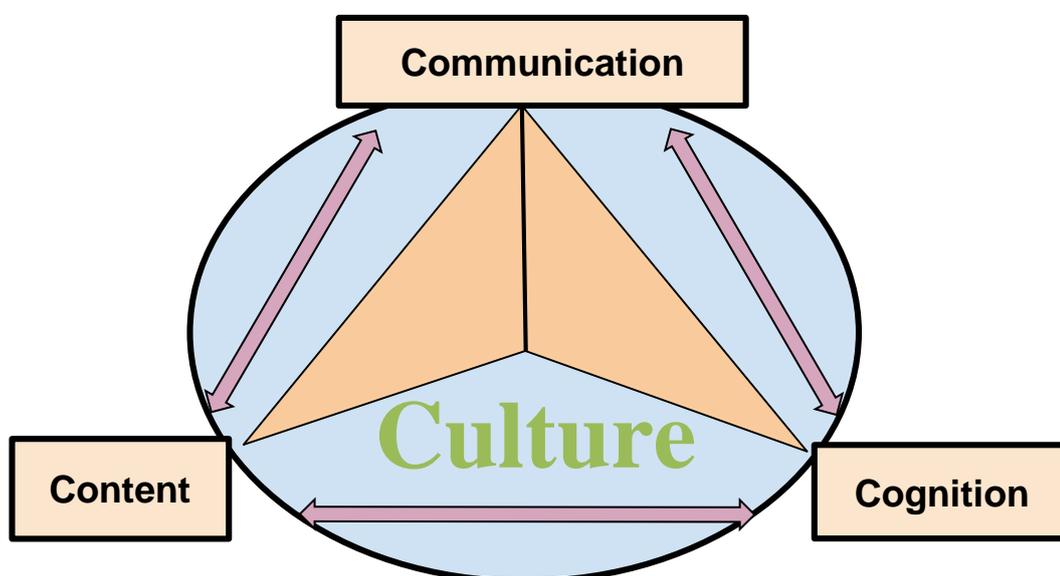
Europe wants to make CLIL a preferred method and English the prevailing language of instruction in its schools to enhance language learning facilities which in turn will raise the consistency and ability to compete in Europe. Extensive use of English for the academic world, commerce, tourism, science, politics, social networking, entertainment, and technology and omnipresence of globalization are the motivating factors behind this intention. Furthermore, the increasing usage of English in Europe has derived from increased mobility, migration policy, and reconfiguration, and as a result, globalization has affected which language, why, and how it should be taught (Mehisto et al., 2008).

Since the early 1990s, CLIL has been increasing in popularity in Europe as it compensates the needs of the 'Cyber Generation' who want to 'learn as you use, use as you learn' (Mehisto et al., 2008, p.11). CLIL provides learners with an opportunity to apply the language and communication skills in practice. Consequently, they have the chance to acquire and use the language in an authentic content (Devos, 2016).

In sum, the interaction between people from different cultures, notions, and economic backgrounds is caused by various factors such as social, cultural, political, educational, and technological. The current policies do not meet the needs of the new world. New policies in almost all fields are inevitable. One of these fields is education which enables learners to learn a new language and also be a part of social, economic,

technological, and cultural life. The most effective way of global foreign education is a combination of language and content integrated classes (Dalton-Puffer & Smit, 2007).

**2.1.2 4Cs conceptual framework.** Influenced by Mohan's (1986) Knowledge Framework, Coyle (1999) developed the 4C Conceptual Framework by bringing different elements of CLIL together to create a convenient field for the development of CLIL pedagogies. According to this framework, CLIL is based on understanding and operationalizing approaches that will not be found in traditional language or subject teaching. The 4Cs framework puts content in learning to integrate content and cognition and language as a tool to integrate communication and culture (see fig. 1) (Coyle, 2007). The following figure illustrates the CLIL 4Cs Framework:



*Figure 1.* The CLIL 4Cs conceptual framework, Coyle, (2006).

The 4Cs Conceptual Framework is based on the relation between CLIL elements: content (subject), language (communication), culture (social awareness), and cognition (understanding and thinking) (Coyle, 2007). According to Brown (1980), culture is the core of the other elements:

Culture is an integral part of the interaction between language and thought. Cultural patterns, customs, and ways of life are expressed in language: culture-specific worldviews are reflected in language...language and culture interact so that worldviews among cultures differ, and the language used to express that worldview may be relative and specific to that view (p.138).

Specifically, the principles of the 4Cs Conceptual Framework are summarized below:

**2.1.2.1 Content.** Content is the CLIL theme or subject. The success behind the learning process is thematic learning and the achievement of new knowledge and skills. Simply put, content is not merely knowledge acquisition, but it is about the learners accessing knowledge and understanding and developing skills. In brief, content is an advancement in new knowledge, skills, and understanding (Coyle, 2006; Coyle et al., 2010; Meyer, 2010).

**2.1.2.2 Cognition.** Cognition is related to learning, critical thinking, creating new knowledge and developing new skills. No matter what the learners' age and ability, to have an effective CLIL lesson, it should challenge learners to construct their knowledge and skills with reflection and engagement in high and low order thinking. In sum, cognition is high order thinking, understanding, solving, and reflecting (Coyle, 2006; Coyle et al., 2010; Meyer, 2010).

**2.1.2.3 Communication.** Communication is interaction and progression in using and acquiring language. It can be described as not only using the language to learn, which makes it different from traditional methods, but also accepts the role of grammar in language learning. Coyle et al. (2010) developed concerns about cognitive challenge with language support by taking Mohan (1986) and Bloomfield (1956) into account. They started building students' confidence about content and language from groups or more interactive tasks, to individual tasks in terms of language and content. They arranged the tasks in a Language Triptych: language through, language of, and language for learning (see fig. 2) (Coyle, 2007). The following figure illustrates the language triptych:

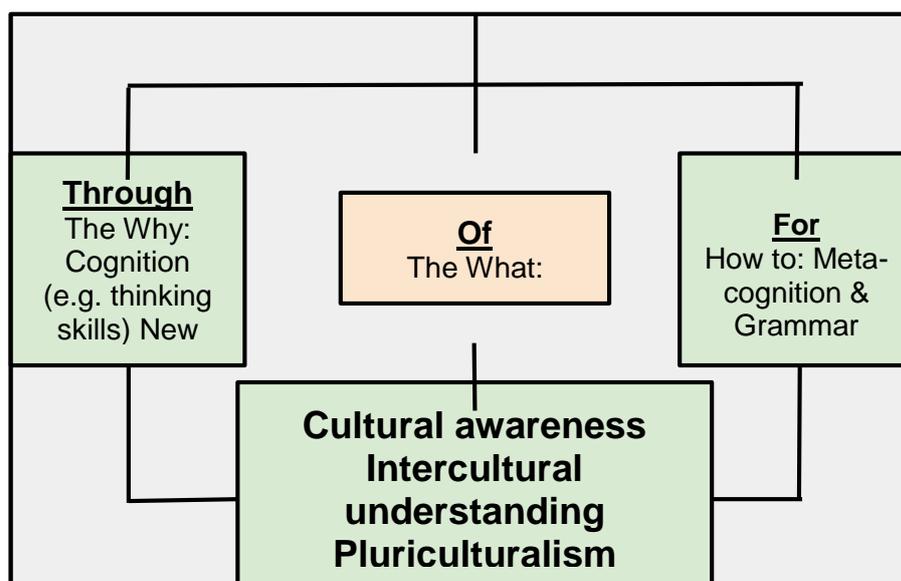


Figure 2. Embedding language (communication) in CLIL, Coyle, (2007).

Within the 4Cs Conceptual Framework, language through, of, and for learning can be summarized as below:

**2.1.2.3.1 Language of learning.** The first element of the Triptych is the *language of learning* which enables learners to obtain new knowledge and skills while learning new content. Coyle (2007) clarifies the language of learning as ‘based on an analysis of the language needed for learners to access basic concepts and skills relating to the subject theme or topic’ (p. 553). In the language analysis, the focus is not on grammar, but on the functional need of content during learning progression. For example, a grammar subject is not taught according to the rules, instead, according to the demand of content. Grammar can be taught through spontaneous use of language. Consequently, language learning may progress with only authentic and meaningful texts or spontaneous use of language (Coyle et al., 2010). ‘Both sides of the coin are integral to language of learning’ (Coyle, 2007, p. 553).

**2.1.2.3.2 Language for learning.** The second aspect of the Language Triptych and also the most important element of it in terms of providing the necessary language environment for learners to progress in is that *language for learning*. Language for learning focuses on the language in which learners need to operate in a language and accomplish tasks. Learning to learn, and pair-group work, asking, deducting and applying, discussing, thinking, memorizing skills are language to learn elements in CLIL lessons (Coyle, 2007; Coyle et al., 2010).

According to McGuinness (1999) learning can occur when students understand, use the target language, encourage each other and themselves. CLIL language for learning encourages learners to think critically, compare, discuss, work in peers and groups and use the target language:

Changing content alone will not automatically lead to quality learning experiences. Standards can only be raised when attention is directed not only to what is to be learned but on how children learn and how teachers intervene to achieve this (p. 6).

Language for learning clarifies the language, which is necessary for learners' progression in which debating, discussing, analyzing, comparing, peer collaboration is emphasized.

**2.1.2.3.3 Language through learning.** As stated by Vygotsky (1978), *language through learning* focuses on socio-cultural principles in which learning occurs with high level participating, thinking, and developing. According to Coyle et al. (2010) language through learning is achieving language from content which is supported by grammar structures and then using the new knowledge in new ways to search for unknown knowledge. Moreover, Met (1998) highlights the importance of high-order thinking skills such as analyzing, synthesizing or predicting for language learning by the following quote:

Students need to communicate with the teacher, one another, or texts, to access or apply content. In so doing, the cognitive demand of a task requires students to call upon their existing knowledge, concepts, skills, and strategies. This strengthens the connections between the elements of language being practiced/learned and previous knowledge. As we have seen, research indicates that strengthening and making connections among concepts and knowledge increases learning and retention (p. 62).

In brief, a CLIL classroom is different from a traditional language classroom in terms of including interaction, high order thinking skills, emerging new knowledge, and applying it to find unknown knowledge and mutual communication.

**2.1.2.4 Culture.** Byram (2008) describes culture as an understanding of the concept ‘othernesses will enable a better understanding of the concept ‘self’. Culture in CLIL lessons fosters international understanding of learners and can be planned with topics such as history, politics, geography, art, and science, which in turn offers students an opportunity to compare and contrast similarities and differences between cultures.

The demands and challenges of globalization in the 21st century necessitate sociolinguistic and cultural communicative competencies. As intercultural communication grows through an increasingly globalized world, so does the need for not only linguistic skills, but also intercultural competence. CLIL incorporates real-life contexts into its education approach, allowing students to learn about different cultures. Moreover, the cultural elements inherent to CLIL would contribute significantly to tackling problems associated with racism and prejudice by increasing language learners’ exposure to cultural diversity. This leads to a grounding in sociocultural theory and is promoted in harmony with language learning--a core element of the 4Cs framework (Harrop, 2012).

**2.1.3 Cross-curricular teaching.** Cross-curricular (interdisciplinary) teaching offers learners an opportunity in which they can transfer the knowledge that they learn from one context to other contexts (Barnes, 2012). Jacobs (1989) stated that cross-curricular teaching, knowledge, principles, and values are integrated into more than one discipline which focuses on a theme, issue, process, topic, or experience. Schools go through the integration of the language arts namely listening, speaking, reading, writing, and thinking (Fogarty, 1991; Pappas, Kiefer & Levstik, 1990). Cross-curricular teaching is the way to state the educational issues such as fragmentation and isolated skill instruction and to support goals such as transfer of new information, critical thinking, and providing students with a relevant curriculum (Marzano, 1991). Compared to the learning skills achieved in isolation, cross-curricular teaching which is the theory behind CLIL helps learners to apply, integrate and transfer knowledge, and fosters critical thinking which in turn increases students' motivation for learning by participating in interdisciplinary experiences and seeing that they are learning and become more actively engaged (Darn, 2006).

Briefly, cross-curricular teaching consists of thematic units that provide teachers with the flexibility of planning strict and regular content with global and authentic content. It also offers learners effective learning in which students learn more when they use language knowledge to explore, think, write, and speak about what they are learning.

**2.1.4 Constructivist theory.** Bonk and Cunningham (1998) stated that ‘constructivism’ and ‘learner-centered’ are the main keywords that are used to describe learning and teaching process and according to these keywords, learners can learn best when they are involved in the topic directly and motivated to find out new knowledge to solve the problem. In constructivism theory, students reach knowledge by taking part in their learning process, rather than being passive learners. Instead of knowledge transfer from teachers to learners, constructivist theory supports student-centered learning and teaching in which learners deal with their problems with the help of their previous knowledge individually or in group-work by filtering and organizing their previous experience to match their current knowledge. If their knowledge and previous experience do not match, learners reshape their current knowledge according to the new information. Based on this idea, learners who are exposed to the same experience will construct their knowledge (Thornbury, 2006).

On the other hand, social constructivism suggests that ideas are constructed in collaboration with others. Vygotsky (1978) claims that learning occurs in the ‘metaphorical’ space created between what one can do on one’s own, and what one can do in collaboration with peers. Phillips (1995) stated that constructivists like Piaget and Vygotsky have been concerned with how the individual learner creates knowledge.

Therefore, CLIL can be considered as a constructivist approach as learners construct their knowledge participating in their learning process (Dalma, 2003). Students use critical thinking to transfer knowledge, deal with problems, and find out new information. Moreover, CLIL provides a new type of learning focused on an additional language as a medium for meaningful communication of specific content under natural conditions (Hanesova, 2014). Students do not only learn an additional language for the sake of language learning, but they also learn the language to find out new information in the target language and think in that language while learning subject content in which the emphasis is moved from the teacher to the learner (Marsh, 2002; Gondova, 2015; Li, 2010).

### **2.3. Implementation of CLIL**

This section aims to discuss the elements that makeup CLIL. Namely content, process, and product; aspects to consider about CLIL such as materials, learning profile and teacher knowledge of CLIL; and, CLIL strategies, respectively communicative and

cooperative learning, content-based and process-oriented. The details of the CLIL implementation will be discussed in the following section.

**2.3.1 Elements of CLIL.** The CLIL has 3 core elements namely input, tasks (scaffolding learning), and output (see fig.2.3). For effective learning, understanding, and knowing, these core elements should be balanced in CLIL lessons. Intending to create effective cognition, CLIL teachers need to plan lessons in which learners get engaged, motivated, challenged, and provided with a variety of thinking activities (Zwiers, 2006). Figure. 3 below displays the core elements of CLIL:

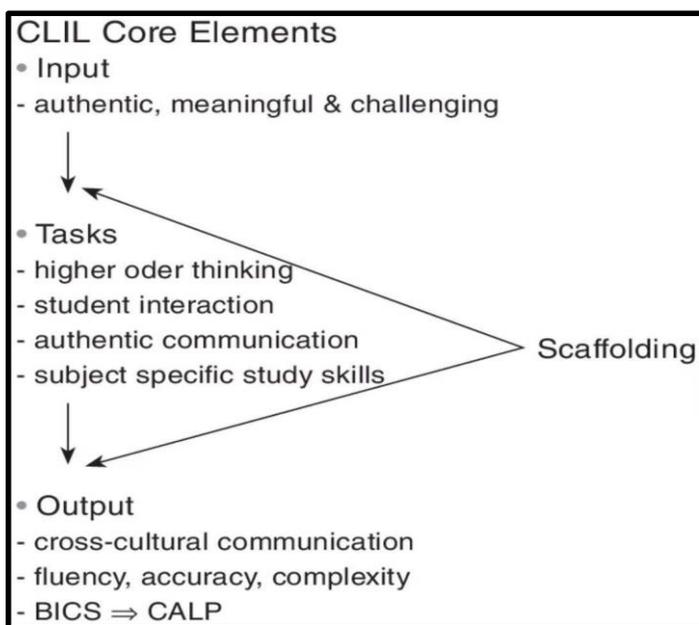


Figure 3. The core elements of CLIL, Meyer (2010).

**2.3.1.1 Input.** Meaningful, authentic and challenging input is the most crucial aspect of foreign language acquisition. These should be the aim of language lesson materials. The materials which are chosen for CLIL lessons need to include global content that connects learners' interests with global issues. There is a direct correlation between learners' motivation and their effects on language learning (Dörnyei, 2006; Liuoliene & Metiuniene, 2006). Illustrative materials such as videos, flashcards, images, web-quests, podcasts combined can be preferred by language teachers as meaningful input which provides rich sources for engaging tasks, deep understanding, and creative thinking. Also, the role of the teacher is as important as the preferred materials. The rule of a successful teaching environment is balanced teacher/student-centered lessons in which teachers are supposed to offer demonstration, and motivation (Meyer, 2010).

**2.3.1.2 Task.** Task (scaffolding) is supporting language learners to cope with authentic materials and challenging tasks. The extent of the support should be arranged by the language teachers according to their students' needs and levels. Scaffolding benefits learners by

1. helping students understand through reducing cognitive and linguistic load,
2. enabling task completion through appropriate and supportive structuring,
3. developing students' knowledge of academic language systems through subject-specific lexis appropriate to content (CALP).

As CLIL lessons need authentic and meaningful materials, but there are not various quality teaching materials in most countries, teachers should prepare their materials by putting CLIL principles, students' level, and interest into consideration. Most books do not provide FL learners' needs or global content. On the contrary, they have a linguistic load that is beyond learners' level and out of their interest. However, it does not necessarily mean that all the vocabulary, structure, and tasks must be introduced to learners in lessons. Content and tasks need to be redesigned in a way that learners get interested, challenged, motivated, even if they do not have a full understanding of tasks. The role of the teachers is to support learners in need of help, encourage them to use the language, give them feedback, and raise their curiosity for the next lesson (Meyer, 2010).

**2.3.1.3 Output.** Swain and Lapkin (1995) stated that learners may be forced to change their current knowledge or use new language structures to communicate in the target language. Therefore, they suggested using think-aloud procedures during writing tasks to analyze the output. Furthermore, in their research, they expressed that 'collaborative dialogues' in 'language-related episodes,' in which learners produce language either by talking or writing can be sources of second language learning.

Similarly, Long (1996) said that interaction is the most efficient way of language learning and that giving learners feedback during interaction fosters their communication skills as interaction 'connects input, internal learner capacities, particularly selective attention, and output in productive ways' (p.451).

For this reason, it can be stated that the best way to learn a language is to practice it in interaction which helps with fluency, accuracy, and complexity of language production. Effective communication can be achieved with some types of communication gaps such as information gaps, which enable learners to transfer information; reasoning gaps, in which

learners deduct new information from giving information; and, finally, opinion gaps, where students express their opinions, complete or compare the information. These communication gaps can be used to encourage learners to interact effectively (Meyer, 2010). Moreover, Swain (1993) expressed the necessity of encouraging learners to push their limits in terms of producing a new language by this quota:

Learners need to be pushed to make use of their resources; they need to have their linguistic abilities stretched to their fullest, they need to reflect on their output and consider ways of modifying it to enhance comprehensibility, appropriateness, and accuracy (p. 160).

In brief, this study combines these four elements namely content, communication, cognition, and culture into the CLIL-based EFL lessons. The CLIL lessons aim to motivate students by improving their language and communication skills as well as introducing global content and the culture of others and their own.

**2.3.2 Aspects to consider for CLIL.** The following sections detail aspects to consider for CLIL such as materials, learning profile, and teacher CLIL knowledge.

**2.3.2.1 Materials.** Materials play an important role in language learning. They serve as the scaffolding from which learners acquire a new language. Interactive materials can help promote active learning in a specific context (Guerrini, 2009). Unfortunately, many CLIL lessons are executed without well-designed published materials. This is mainly due to the diverse range of topics and subject criteria employed during CLIL lessons. Nevertheless, Ioannou Georgious (2012) argues that the importance of interactive materials necessitates that teachers should design their own to fit their specific contexts -- which can be quite time-consuming. One solution is to use authentic material. However, the teacher would need to adapt the material to help learners overcome challenging culture-specific content and grade the material to meet the learners' linguistic abilities. Another solution is to translate local textbooks. Yet this can also be time-consuming as authentic materials can be quite sophisticated for learners to use and should still be graded (Kelly, 2014).

**2.3.2.2 Learning profile.** Learners are the primary stakeholders in CLIL lessons. All learners are capable of achieving success in CLIL, and the method is not reserved for the privileged few, or for those able to have access to specific resources (Kelly, 2014). Mehisto (2018) emphasizes the importance of involving all stakeholders in CLIL program

planning. Gathering the support of all stakeholders (students, parents, teachers, colleagues, the school administration, etc.) increases the chances of a successful program. For example, students' preconceived notions of an educational system may initially bias them to resist CLIL (Hood, 2006; Coyle et al., 2010). Ensuring parental support can be crucial in helping students adjust to the new system. CLIL teachers may also feel challenged by needing to adapt to a new way of doing things. Having support from multiple stakeholders could go a long way to helping teachers adjust as well (Ioannou Georgiou, 2012).

**2.3.2.3 Teacher factors.** The teacher is the stakeholder who bears the greatest responsibility for the success of a CLIL program. Teachers can face many challenges in implementing CLIL in the classroom. Teachers, who are non-native speakers of English, may find the material challenging, as it often deals with specialized language. Teachers may also lack awareness of the CLIL topics and need to prepare for significant periods in advance (Dalton-Puffer, 2011; Mehisto et al., 2008). Other difficulties stem from the fact that teachers do not know what is expected of them, or how a CLIL program is properly executed. Lack of training and unfamiliarity with the material being taught was found as factors that led to the failure of many CLIL programs (Banegas, 2012). Because teachers need to be well-versed in the subject matter they are teaching, and not just the language, school systems have struggled successfully implementing CLIL programs in their curriculums (Ioannou Georgiou, 2012). Most CLIL classrooms are taught by teachers who speak the same L1 as their students. This can have benefits as well as consequences. On one hand, the strategic use of the mother tongue can help students who are struggling to grasp the material. However, this could also be a crutch as it may discourage learners from trying to work out material in the target language. Both native and non-native speakers of the target language must be aware of the speed of their speech and grade their language appropriate to the level of their learners (Kelly, 2014).

## **2.4 Implementation of CLIL in Europe**

In Europe, there are diversified bilingual education models and these models mainly made use of immersion and bilingual activities as well as some other contexts (Coyle, 2007). This confusion complicated the formulation of a comprehensible language model with similar outcomes of bilingual education in the Union. Immersion schools which were non-European models, were the first to offer bilingual education. As European models came into prominence in the 1990s, more innovative activities, pedagogical terms,

models emerged in Europe. CLIL was introduced by David Marsh (1994) and described as a bilingual education model in which not only language but also the content is used to learn languages (European Commission, 2005). CLIL was mostly used for subject matters in second and foreign languages in primary and secondary schools by the majority of the European Union members.

In Germany, students start to learn a foreign language at the age of eight. More than 300 schools in Germany offer CLIL programs in French and English to improve intercultural understanding. German students are introduced to CLIL in secondary schools. Despite students being able to choose any subjects that they want, the prominent subject is social science. Students who graduate from CLIL with French instruction have a diploma which enables them to study in France. However, non-CLIL students who do not choose CLIL lessons as they are optional are less proficient and less motivated compared to CLIL students (Rumlich, 2013; Rumlich, 2014). Besides, CLIL students have usually been found to be better at linguistic accuracy (Klippel, 2003). In the Netherlands, CLIL classes in which the language is %50 English, are provided by the European Platform for Dutch Education and the National Network of Dutch Bilingual Schools. The subjects of these classes are social-natural sciences, PE, and art, and also at least one of these subject matters needs to be taught in English. CLIL teachers are required to be native speakers of English with at least a B2 level of content. The CLIL implementation in the Netherlands is also characterized by internalization and communicative strategies which result in functional outputs such as internalization, communicative skills, and cognitive thinking. Unlike other European countries, in England, CLIL implementation is not very common. The CLIL method is not included in teaching and learning forms at schools. Although it has been included in the curriculum of a few schools since 2006, most people are unaware of this approach (Eurydice, 2006; Morgan, 2006). One reason is that teachers in England are not qualified in both contents and languages. (Zindler, 2013). Another reason is that CLIL is used for learning English and it is believed that learning English helps learners build their future careers. From this perspective, English people are native speakers of English and do not need to learn English to build their future careers as EFL learners do (De Bot, 2007; Coyle et al., 2010). Spain is one of the CLIL implementation leaders in Europe. Students start taking CLIL classes in pre-primary schools by taking around 8 hours a week in art, music, PE, sciences, maths, etc. On the other hand, primary school students take around 11

hours of CLIL a week in almost all subjects (Coyle, 2010). In Swedish, CLIL which is optional in Swedish schools is not a new approach that has started to be used since the 1970s. The most common CLIL instruction language is English, as well as German, French, and Finnish. Students start taking CLIL classes in high school between the age range of 16-18 years old. As there is no conceptual framework and teacher training of CLIL, the models are mostly idiosyncratic depending on the content and language.

As it is expressed above according to countries, CLIL has been implemented in Europe mostly starting in primary or secondary levels and going through the upper secondary level within different contexts.

## **2.5 Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI)**

Content-based instruction (CBI) and Content and language integrated learning (CLIL) have very similar properties. They both require dynamic programs that adapt to contemporary societal circumstances. At their core, content is informed by a variety of research traditions relevant to different contexts and import materials and strategies best suited for the target content. They differ in focus. CBI may be seen to have a wider scope of content, where CLIL tends to focus closer on the language element of teaching (Cenoz, 2015). Furthermore, CBI and CLIL have strong roots in promoting a multilingual environment and culture. They do not seek to replace one's L1 with the majority L2 culture as transitional programs have approached language instruction. Context is essential with regard to the aims of additional languages (Cenoz, 2009). Additionally, CBI and CLIL promote a pluralistic rich multicultural society by not enforcing transitional approaches to education. Encouraging multiple languages is seen as increasing the ability to expand communicative opportunities. This is hoped to lead to tolerance, employment opportunities, and the promotion of minority languages. Transitional approaches are found in contexts where immigrant communities are expected to be assimilated into the dominant culture. Moreover, as the integration of language and content is the core property of CBI and CLIL, the use of additional languages to aid this is seen as an asset. CBI and CLIL programs are often implemented by school teachers. These tend to be content teachers with greater knowledge of content than language teachers, though even in programs with language teachers, knowledge of additional languages is found and encouraged. However, some CBI/CLIL programs are started after learners have already gained basic literacy in their

first language, usually in secondary education. However, this is not an essential feature of CBI/CLIL and many programs beginning at preschool school and primary school exist (Lasagabaster & Sierra, 2010; Dalton-Puffer & Smit, 2013). Eventually, CBI and CLIL have similar origins out of the research of traditions in contexts. They both trace their roots from the centuries of learning content in a second language. CBI grew out of the Canadian context in the 1960s with French immersion programs. CLIL sought to achieve similar goals in Europe with English in the 1990s. Both programs are considered to be grounded in the field of applied linguistics and have been adopted for various contexts around the world.

## **2.6 Content and Language Integrated Learning (CLIL) and Immersion Programs (IM)**

Content and language integrated learning (CLIL) is an approach that offers a way to increase students' foreign language efficiency with both content and language without extracurricular. On the other hand, immersion is a method in which the regular curriculum is taught in the target language. A foreign language is a tool for instruction, not a subject. Starting from kindergarten, students and teachers communicate in the target foreign language. Although CLIL and immersion are often thought to be very similar, there are more differences than similarities between them (Lasagabaster & Sierra, 2010).

The following five principles proposed by (Lasagabaster & Sierra 2010, p. 369) encompass similarities of immersion and CLIL programs:

1. The final objective is that students become efficient in both L1 and L2.
2. The target foreign language is new, so that the learning process resembles the L1 learning process.
3. They are the most preferred programs by parents for being the best L2 learning options.
4. Teachers must be bilingual to carry out a successful teaching process and do all teaching activities in L2.
5. It is crucial to motivate students through engaging lessons for language acquisition development and linguistic progress.

Despite the above similarities, several differences proposed by (Lasagabaster & Sierra, 2010, p. 370) between CLIL and immersion programs are listed as below:

1. The CLIL language is spoken in a formal context and students do not have the opportunity to use it locally. On the other hand, immersion programs carry out both home and society language context.
2. A high majority of teachers in immersion programs are native speakers of the languages, whereas this is not usually the case in CLIL programs.
3. The starting age in the majority of immersion programs is early, whereas, in the CLIL approach, the starting age is secondary education.
4. In immersion programs, classroom materials are aimed at native speakers, however, CLIL teachers often use abridged materials.
5. Immersion programs aim to reach an L2 proficiency of a native speaker, whereas CLIL programs cannot reach such a far-reaching goal.

To wrap up, despite the CLIL approach and immersion programs have similarities, they have remarkable differences, as well. Students get language proficiency in L1 and L2 in both programs and the target language learning process is very similar to the L1 language acquisition process. Moreover, it is vital to motivate learners using authentic materials for linguistic progress, so that CLIL and immersion are highly preferred by parents. Next, teachers must be bilingual to carry out the teaching process successfully and do all activities in L2. On the other hand, CLIL students use the target language in a formal context while in immersion programs, there is a home/society language context. Also, a great majority of the teachers in immersion programs is native speakers of target languages, whereas CLIL teachers are mostly bilingual. The starting age which is much earlier in immersion is another difference between the programs. Finally, the aim of immersion programs is to reach a native speaking level in L2, whereas, it is not the case for CLIL.

## **Chapter 3**

### **Methodology**

In the previous two chapters a theoretical overview was introduced to examine research questions, and literature of the study was reviewed. This chapter aims to frame methodology respectively by explaining the research design, setting, participants, implementation, data collection instruments, procedures and limitations. The study aims to determine the effects of CLIL on learners' achievement, and perceptions, as well as the teacher's perceptions.

The goals stated above can be formulated in the study with the following research questions:

1. Is there any significant difference between the vocabulary and grammar achievement of CLIL and non-CLIL EFL students?
2. What are the perceptions of the students and teacher about using, teaching, and practicing English through CLIL?

#### **3.1 Research Design**

Johnson and Turner (2003) argued that the fundamental principle of mixed methods research is that multiple kinds of data should be collected with different strategies and methods in ways that reflect complementary strengths and non-overlapping weaknesses, allowing a mixed-methods study to provide insights not possible when only qualitative or quantitative data is collected. Specifically, mixed methods research allows for the 'opportunity to compensate for inherent method weaknesses, capitalize on inherent method strengths, and offset inevitable method biases' (Greene, 2007, p. 13).

The study aims to assess not only the perception of the experimental group and instructor toward CLIL-based lessons, but also numerical data achieved from pre- and post-test regarding vocabulary and grammar scores of experimental group participants. It does not seem possible to only detail a specific method, but we must approach the research through a variety of methods, in short, adopting a mixed methods research.

For this study, quantitative data were collected from the pre- and post-grammar and vocabulary achievement tests administered both to the experimental (CLIL) and control (non-CLIL) groups. To complement the quantitative data, qualitative data were gathered from semi-structured interviews carried out with students and reflective journals kept by the teacher of the experimental group. The experimental group took an eight weeks

treatment. The control group, on the other hand, took English lessons from the second teacher. Both groups took a pre-test before the treatment weeks to assure the similarity of the groups. After an eight-week treatment period with the experimental group, both groups took the same post-test. At the end of the treatment, the experimental group was asked to express their perceptions of CLIL by writing a reflection essay. In addition to the reflection essays, the teacher wrote down a reflective journal at the end of each treatment week about the challenges of preparing and implementing CLIL lesson plans. Table 1 shows the design of the research study:

Table 1

*Research Design of the Study*

	Control Group	Experimental Group	Teacher
Pre-test	x	x	
Treatment		x	
Post-test	x	x	
Semi-structured Interviews		x	
Reflective Journals			x

### 3.2 Setting and Target Population

Education in China is a state-run system of public institutions run by the Chinese Ministry of Education. All citizens must attend school for at least nine years, known as the nine-year compulsory education, which is funded by the government. Compulsory education includes six years of primary education, starting at age six or seven, and three years of junior high school education (middle school) for ages between 12-15 years old. Some provinces may have five years of primary school but four years for junior high school. After junior high school, there are three years of senior high school to complete the education.

This study was conducted at a public high school located in Wenling, China. The school offers education to students aged between 15-19 years old. The maximum number of students in a classroom is 35. All of the students are Chinese with almost the same cultural, social, and economic background. Both of the groups had 6 hours of English each week. The school uses English books published in China.

The participants of the study were two 9<sup>th</sup> grade English classes (experimental CLIL and control non-CLIL) with a total number of 56 students with the age range between 15 to 16 years old. The control group consisted of 28 students (16 females, 12 males), whereas the experimental group consisted of 28 students (18 females, 10 males). The following table gives detailed information about the distribution of participants regarding their age and gender:

Table 2

*Distribution of Participants regarding Their Age and Gender*

Gender	N	Percentage
Female	34	61
Male	22	39
Total	56	100
<hr/>		
Age	N	Percentage
15	40	71
16	16	29

The instructor of the control group (T2) was a Chinese English language instructor who had been teaching English in this public high school for 5 years. She had no previous experience of using CLIL in her academic and professional career. On the other hand, the instructor of the experimental group (T1) was the teacher who had been teaching English for over 8 years in well-known institutions with almost all ages around Turkey. She was introduced with CLIL by her head of the department with basic lectures while working in a private school. Being influenced by the positive effects of CLIL in secondary school, she decided to conduct a two-week study with preparatory students of the university she was working in 2018. The findings of the study contributed to the researcher's decision to do a master's degree in CLIL. She also has a pedagogical formation (teaching certificate) and a certificate in English language teaching to adults (CELTA). The following table gives details of participant teachers:

Table 3

*Details of Participant Teachers*

Teachers	Experience	Qualifications
T1	8 years	<ul style="list-style-type: none"> <li>➤ BA in English language and literature</li> <li>➤ Pedagogical formation</li> <li>➤ CELTA</li> </ul>
T2	5 years	<ul style="list-style-type: none"> <li>➤ BA in teaching English as a foreign language</li> </ul>

**3.3 Procedures**

In this part of the study, the sources of data, data collection instruments, data collection procedures, implementation, data analysis procedures, and reliability and validity of the study were presented.

**3.3.1 Sources of data.** The study included multiple data collection means to ensure that all the gathered data would be analyzed properly such as statistical analysis of the pre- and post-test and qualitative data of semi-structured interviews and reflective journals. Quantitative data is based on the statistical analysis of the pre- and post-vocabulary and grammar achievement test results which reveal students' second language (L2) achievement. Last but not least, qualitative data were gathered through semi-structured interviews at the end of the study and reflective journals of the teacher at the end of each treatment week to evaluate the effects of the experiment on the perceptions of the participants and the teacher.

**3.3.2 Data collection instruments.** In this study, quantitative data were collected from the pre-test (Appendix A) and the post-test (Appendix B) to find out the effects of CLIL-based lessons on participants' vocabulary and grammar achievement of 9<sup>th</sup> grade EFL learners. Besides, qualitative data from semi-structured interviews (Appendix C) of experimental group participants was investigated at the end of the implementation. Reflective journals (Appendix D) from the teacher to analyze their perceptions of CLIL-based lessons were also analyzed at the end of each week. The study lasted for a total period

of eight weeks. The following part of this thesis summarizes each data collection tool in detail.

**3.3.2.1 Pre- and post-achievement tests.** The tests were prepared by the teacher and informed by the institution's course book. They contained 45 questions (25 vocabulary and 20 grammar) divided into seven parts. There were four question types: cloze, matching, multiple-choice and true-false. The tests were administered twice, once as a pre-test and later as a post-test. The tests were applied to both groups before and after the treatment and consisted of seven sections from A to G. The first four sections tested participants' vocabulary knowledge by a cloze test, matching activity, multiple-choice, and true/false questions. Part A evaluated 10 words: adapt, remain, escape, hole, dangerous, high-tech, wacky, foggy, bribe, set off with 10 questions in a cloze test. Part B tested 5 words: march in parades, set-off, fireworks, wish well, get engaged, and pray with 5 questions in a matching activity. Part C assessed 5 words: appear, suddenly, rocky, constitution, survive with 5 multiple-choice questions. The last section of the vocabulary part evaluated 5 words: get engaged, inferiority, steep, costumes, exhausting with 5 true/false questions. The grammar part of the test included 3 sections from E-G and these three sections evaluated participants' grammar proficiency with two cloze tests and a multiple-choice activity. Part E tested simple present, if clause type 1, verbs followed by object and infinitives with 5 questions in a cloze test. Part F evaluated simple present, if clause type 1, past unreal conditional, adjectives clauses with subject relative pronouns, infinitives with too adjectives, object and infinitives with 10 multiple-choice questions. The table below gives the analysis of the questions in the pre- and post-vocabulary and grammar achievement tests:

Table 4

*Analysis of the Questions in the Pre- and Post-Vocabulary and Grammar Tests*

Parts	System	Target Vocabulary/ Structures	Pre-Test		Post-Test	
			Number of Questions	Question Type	Number of Questions	Question Type
A	Vocabulary	adapt, remain, escape, hole, dangerous, high-tech, wacky, foggy, bribe, set off	10	Cloze	10	Cloze
B	Vocabulary	march in parades, set-off, fireworks, wish well, get engaged, pray	5	Matching	5	Matching
C	Vocabulary	Appear, suddenly, rocky, constitution, survive,	5	Multiple choice	5	Multiple choice
D	Vocabulary	get engaged, inferiority, steep, costumes, exhausting	5	True-False	5	True-False
E	Grammar	Simple present, if clause type 1, verbs followed by object and infinitives	5	Cloze	5	Cloze
F	Grammar	Simple present, if clause type 1, past unreal conditional, adjectives clauses with subject relative pronouns, infinitives with too adjectives, object and infinitives	10	Multiple choice	10	Multiple choice
G	Grammar	Past unreal conditional	5	Cloze	5	Cloze

**3.3.2.2 Semi-structured interviews.** Researchers obtain in-depth views of participants regarding their expectations, experience, difficulties, benefits, and perception about a study with interview conversations. In this sense, semi-structured interviews gather data with open-ended questions which give participants a chance to express their perceptions of the study in contrast to multiple-choice surveys and polls where participants can only choose answers framed by researchers (Cohen et al., 2007).

In this study, the researcher had interviews with the experimental group to collect data about their perception of the study. The semi-structured interview was prepared by the teacher and had 6 questions. The first question aimed to analyze the attitudes of learners towards the efficiency of CLIL-based lessons on vocabulary and grammar achievement compared to traditional teaching. The second question sought to identify the difficulties that learners encountered during CLIL lessons. The third question investigated the impact of CLIL-based lessons on students' motivation and interest. The fourth question evaluated the relation between cooperative peer working and the performance of learners. The fifth question emphasized the most and least favorite tasks according to the learners. The last question of the interview sought for any addition or comment from participants. During the interview, the questions were asked in English; however, some students needed translation. This was addressed by having a Chinese teacher present during the interview.

**3.3.2.3 Reflective journals.** Keeping self-reflective journals is a strategy that can facilitate reflexivity, whereby researchers could examine 'personal assumptions and goals' and clarify 'individual belief systems and subjectivities' (Russell & Kelly, 2002, p.2). In this study, a reflective journal was kept by the teacher at the end of each implementation week to achieve the teacher's experiences and challenges that she had during the planning and conducting of CLIL lessons. The table below gives detailed information about research questions and the procedures followed after they were answered:

Table 5

*An Overview of the Procedures Followed When Answering the Research Questions*

Research Question	Data Collection Procedures	Data Analysis
1. Is there any significant difference between the vocabulary and grammar achievement of CLIL and non-CLIL EFL students?	Pre- and post-vocabulary and grammar-achievement test	SPSS
2. What are the perceptions of the students and teacher about using, teaching, and practicing English through CLIL?	Semi-structured interviews Reflective journals	Content analysis

**3.3.3 Data collection procedures.** In this section of the study, the researcher adopted a mixed method with the experimental group consisting of 28 EFL students. Before the implementation of the study, the necessary permission was taken from the administration of the school as non-native English teachers are not eligible to teach in China. The study was implemented by the teacher. The students had 6 English courses per week. The units of the course book were mainly based on grammar and vocabulary activities. During the implementation of the study, the existing units were transformed to CLIL units which contained reading, listening, and speaking activities as well. Also, a pre-vocabulary and grammar test was administered to both groups to demonstrate the existing vocabulary and grammar achievement of the students in the first week.

In the following six weeks of the implementation, the teacher presented the CLIL units to the experimental group. The content provided by the school was teacher- and grammar-based; however, the teacher recreated the units according to CLIL instructions by adding reading, listening, speaking, and creative peer-work, student-centered activities as well. Concisely, she came up with six CLIL units such as extinction, black hole, inventions, holidays, and traditions, enjoying the world and controversial issues which were covered in six weeks. In the study, different contents divided into four lessons including biology, science, history, geography, and politics were integrated. The teacher

created lesson plans in consideration of the 4Cs of CLIL by Coyle (Appendix E) for each unit and implemented the CLIL-based lessons according to these lesson plans.

In the last week of the implementation, the teacher had interviews with the participants regarding their experiences and perceptions of the lessons. Additionally, the teacher wrote reflective journals at the end of each implementation week. She wrote about her experiences, observation, and encountered difficulties regarding the CLIL lessons, activities, and planning. The implementation took eight weeks totally during which the necessary data were gathered through pre- and post-grammar and vocabulary achievement tests, semi-structured interviews, and reflective journals. A detailed table was given about the weekly stages of data collection procedures:

Table 6

*Chronological Order of the Overall Study*

Activity	Date
WEEK 1 Permission was taken from the school administration Both groups took the pre-test. The teacher observed both groups	02-06.09.2019
WEEK 2 EXTINCTION was implemented. The teacher wrote reflective journals.	09-13.09.2019
WEEK 3 BLACKHOLE was implemented. The teacher wrote reflective journals.	16-20.09.2019
WEEK 4 INVENTIONS were implemented. The teacher wrote reflective journals.	23-27.09.2019
WEEK 5 HOLIDAYS AND TRADITIONS were implemented. The teacher wrote reflective journals.	30-04.09-10.2019
WEEK 6 ENJOYING THE WORLD was implemented The teacher wrote reflective journals.	07-11.10.2019
WEEK 7 CONTROVERSIAL ISSUES were implemented. The teacher wrote reflective journals.	14-18.10.2019
WEEK 8 Both groups took the post-test. Semi-structured interviews were applied	21-25.10.2019

**3.3.4 Implementation of CLIL.** In this part of the study, the researcher held eight weeks of implementation by adapting their regular English schedule to CLIL-based lessons with the experimental group. The researcher planned the lessons according to the 4Cs of Coyle which included content, cognition, culture, and communication sections. The experiment group had four forty-minute CLIL lessons each week.

**3.3.4.1 Week 1.** In the first week of the implementation, the necessary permission that enabled a non-native English teacher to teach in a Chinese public school was taken from the school administration. Later, a pre-vocabulary and grammar achievement test was administered to reveal the academic level of the groups before the CLIL-based lessons. Finally, the teacher observed one English class of both groups to form an opinion about the learners regarding their motivation, participation, attitudes, and types of learning.

**3.3.4.2 Week 2.** In the second week, the unit ‘extinction’ was implemented. For the content part of the lesson, the topic was introduced with mind-map. The teacher wrote extinct animals on the board and asked students to write the name of extinct animals that they knew. Then students were asked to give reasons for the extinction. As for the cognition part, students practiced the vocabulary in the reading text *The Dodo*. The students then listened to a short documentary about extinct animals and matched the animals with their reasons for extinction. In the culture part, students worked in groups to find endangered animals in Asia such as pandas, tigers, etc. and to identify the reasons for their status. For the communication part, peers worked together to answer the following questions; what are the animals at risk? What are the environmental factors affecting it? Can anything be done to save the animals from extinction?

**3.3.4.3 Week 3.** In the third week, the unit ‘black hole’ was implemented in the same way according to the 4Cs of Coyle. The topic was introduced by images of black holes. The teacher put the images up on the board and asked students questions such as What is a black hole? Do black holes exist? How does a black hole work? The students tried to answer the questions in their groups with their peers. As for the cognition part, students read a text about black holes and put the paragraphs in order to make a meaningful text. For more detailed information, they read the text again and answered the comprehension questions. Also, in pairs they guessed the meaning of the unknown target vocabulary from the text and used them in sentences. Then, they underlined if clause type 1 sentences in the text and deducted the rules from the sentences. Students wrote more

sentences by using if clause type 1 with their groups. For the culture part of the lessons, groups discussed the reality of the black holes, why can we not see them, who first found black holes? The students came up with different opinions like aliens, too dark, too far, and insufficient technology. For the communication section, pairs discussed the future of the black holes such as how they can be used for humanity and our planet.

**3.3.4.4 Week 4.** In the fourth week, the unit ‘inventions’ was implemented. The content part started with a video about inventions to take students attention and raise their awareness. An introduction to the unit was done by covering the definition, types, and benefits of the inventions. As for the cognition part, the researcher provided a vocabulary activity in which students were supposed to work in pairs to describe the inventions by using descriptive adjectives. Next, they listened to an audio to find peoples’ problems and suggest an appropriate invention. For the last part of cognition, a reading about the invention of the wheel was given to the participants. After reading, they discussed how this invention changed our lives and how life would be if it was not discovered in groups. The reading section also covered the past unreal conditional grammar topic. In the culture part of the lesson, they were asked to talk about the greatest invention for their countries and people and explain how their lives would be without it with reasons in pairs. For the communication part, the groups were asked to think and talk about a new invention, why we need it, and how it will change our lives.

**3.3.4.5 Week 5.** In the fifth week, the unit ‘holidays and traditions’ was implemented. In the content part, the students watched a short video about traditions and named the traditions in the video. Then, types of holidays, the importance of the holidays for cultures and how we can keep the customs and traditions, were discussed. For the cognition part, students had three separate sections which were vocabulary, reading, and listening. In the vocabulary section, one student with a picture, the other one with expression tried to match in order to find ways to commemorate a holiday. After matching, they made a sentence together. Later, they read a text about the holidays around the world and categorized the holidays as seasonal, historic or religious. The reading part also covered ‘adjective clauses with subject relative pronouns’. As to culture, pairs chose a Chinese holiday and explained it by using the target grammar topic. For the last part of the lesson, which was communication, groups were asked to choose a world-wide known

holiday, custom or tradition, then the groups asked questions to other groups to guess their holiday, custom or tradition that they chose.

**3.3.4.6 Week 6.** In the sixth week, the unit ‘enjoying the world’ was implemented. First, the teacher introduced the topic by collecting the participants’ opinions about how to enjoy the world, what the possible risks were, and how geographical features affected it on a mind-map on the board. For better knowledge of the unit, students matched and described the pictures of people who had some risks by choosing the right adjectives. For the reading part, they read an article about ecotourism and discussed the advantages and disadvantages of ecotourism by using infinitives with too in groups. In the listening section, they listened to the trip of a traveler and then chose the geographical features and countries he saw. In the culture section of the lesson, they described geographical features of China with possible risks that visitors might face there in groups. As to communication, pairs were asked to talk to their partners about the most spectacular place that they visited and the risks they had.

**3.3.4.7 Week 7.** In the seventh week, the unit ‘controversial issues’ was implemented. An introduction to the unit was done with the definitions of political terms and types of governments. For a deeper understanding of the unit, which is called cognition, students matched the given countries with their types of governments. Also, they read a text current world problem which is mostly mentioned. With the reading text, students practiced verbs followed by objects and infinitives. After that, the participants listened to a conversation and chose where the people belong on the continuum of political and social thought. As to the culture section, students discussed the controversial issues in China such as the death penalty, compulsory military service, and single-party system with pros and cons in groups. For the final part, groups of students described a world problem and offered possible solutions.

**3.3.4.8 Week 8.** During the eighth and final week of the implementation, both groups were administered a post-vocabulary and grammar achievement test simultaneously. The test lasted for 60 minutes. Furthermore, the teacher interviewed the experimental group intending to acquire their perceptions about the implementation of the CLIL-based lessons.

To sum up, the researcher prepared 6 CLIL lessons based on Coyle’s 4Cs, which involved 6 different contents, grammar structures, and vocabulary. This way, EFL students

were able to practice English by using the target grammar structures and vocabulary with various student-centered activities.

**3.3.5 Implementation of control group.** English lessons in the control group were held by a Chinese teacher. The classes were teacher-centered in which the teacher played an important role in the learning process and the learners were in a passive, receptive mode, mainly listening as the teacher taught. The teacher was an information provider to monitor students to get the right answers and usually used a textbook, which was grammar oriented and compared the language structures of native and target language. The students were more mostly competitive and individualistic because they did not have the opportunity to speak aloud or interact. All the questions which were asked by the students were answered directly by the teacher without any peer interaction. During the class activities, the teacher controlled all learning processes.

**3.3.6 Data analysis procedures.** In this study, both qualitative and quantitative data were collected and examined critically. Quantitative data were collected with the help of pre- and post-test. On the other hand, qualitative data were collected with semi-structured interviews from the participants at the end of the study, and reflective journals from the teacher at the end of each week. All the data achieved from the pre- and post-vocabulary and grammar achievement tests were analyzed through an independent samples t-test by using IBM SPSS (Statistical Package for the Social Sciences) version 26 to compare before and after implementation achievement scores of participants. The results were compared to reflect academic and perceptual differences between groups.

Besides quantitative data, qualitative data were obtained through semi-structured interviews with the experimental group and reflective journals from the teacher. The data collected from the interviews and journals were analyzed with qualitative methods to classify participants' answers into objective categories. Firstly, the data were analyzed with an open coding approach and then, similar topics are combined and grouped into the same objective categories. The teacher who conducted the implementation and data analysis procedure had the topics reviewed by an expert teacher in the English field. Creswell (2012) defines interrater reliability as 'two or more individuals observe an individual's behavior and record scores, and then the scores of the observers are compared to determine whether they are similar' (p. 622). To determine the interrater reliability, two expert ELT teachers

came to a consensus on the main categories. The interrater reliability was found to be .90 which indicated an admissible agreement.

**3.3.7 Reliability and validity.** Reliability and validity have the greatest importance for a researcher to reveal acceptable data of a study (Ary et al., 2010). Creswell (2012) defined validity as 'the development of sound evidence to demonstrate that the test interpretation matches its proposed use' (p.159). On the other hand, reliability is defined as 'the effect of the error on the consistency of scores' (Ary et al., 2010, p. 237).

Besides, the experimental validity consists of internal and external validity (Mertler & Charles, 2005). Internal validity is based on results derived from the relation between dependent and independent variables (Creswell, 2012). Conversely, external validity is 'the extent to which the results of a study can be generalized to and across populations, settings, and times.' (Johnson & Christensen, 2000, p. 200). To provide internal validity, factors such as history, testing, maturation, selection bias, and unstable instrumentation should be considered (Mertler & Charles, 2005). In this study, internal validity is ensured as stated below:

Firstly, the history effect was prevented by the simultaneous implementation of pre- and post-test to both groups in two different sessions. For testing, the post-test was implemented 8 weeks after the pre-test was implemented. This long time avoided the possibility of the pre-test results influencing the post-test (Jha, 2014). Besides this, the maturation effect was least as the ages of the students were within the range of 15 to 16 with the same locality, cultural, and socio-economic-background. Next, selection bias is defined by Jha (2014) as a high proportion of strong students in the experimental group compared to students in the control group. In this study, pre-test grammar and vocabulary scores showed that the academic level of the experimental and control group was very close (Tables 7-8). Finally, the unstable instrumentation was not a treat for this study as the study conducted by the same person who was both the teacher and the researcher. Besides, external validity refers to the generalization of the study results for other cases and other people (Brewer, 2000; Robson, 2002). However, the results of this study are limited in terms of external validity because of convenience sampling.

In this study, the implementation of CLIL in a 9<sup>th</sup> grade English classroom was conducted, and the instruments were scored by the researcher, so the administration of the measuring instrument did not cause any error. The scoring was objective and accurate as

each question has one correct answer. The pre- and post-vocabulary and grammar achievement tests were comprehensive for the age and level of the participant students. Cronbach's alpha values of the pre- and post-vocabulary grammar achievement tests were respectively .845, and .888, which are acceptable for the reliability of the tests.

As for the qualitative part, semi-structured interviews were carried out with experimental group students, and reflective journals were collected from the teacher. The data were analyzed with content analysis. The themes were derived from repeated reading and comparison from the data and written in smaller units. Firstly, the teacher who was also the researcher of this study analyzed the data through an open coding approach and then, grouped the data by decreasing the number of categories and combining similar themes. After the researcher conducted the data analysis procedure, the themes were reviewed by an EFL teacher who was an expert in the field to find the interrater reliability. Interrater reliability is that "two or more individuals observe an individual's behavior and record scores, and then the scores of the observers are compared to determine whether they are similar" (Creswell, 2012, p. 622). The interrater reliability was found to be .85 which demonstrated an acceptable agreement.

### **3.4 Limitations**

Although the study was well organized with detailed procedures, it had some limitations that affected its validity. Firstly, the study was carried in a public high school with two 9<sup>th</sup> grade classes and 56 participants from the same level. A study with various levels and larger groups would have given more in-depth and valid findings. The second limitation was the time. The treatment lasted only eight weeks because of the school's schedule and teacher not being eligible to work in a Chinese public school as a foreign teacher. A longer study, perhaps up to at least one educational term, would certainly generate more in-depth and valid findings. Also, the teachers of the control and experimental groups were different because of the school's English program policy and it might affect the study's standardization and reliability. Finally, the teacher is Turkish and not sufficient in Chinese, so I could not have effective communication with the students who demanded an explanation in Chinese when they did not understand what to do. At the point they needed Chinese instructions even after giving simple and clear instructions in English, the teacher had to ask for help from strong students.

## Chapter 4

### Results

#### 4.1 Overview

This chapter reveals the results of the study that aims to examine the effects of CLIL lessons on grammar scores and vocabulary development of EFL students at a public high school in China, as well as the perception of experimental group students and the teacher about these CLIL-based lessons. Besides, the findings of the pre- and post-vocabulary and grammar achievement tests, and the semi-structured interviews with experimental group participants and reflective journals are provided respectively.

#### 4.2 Findings Regarding the Impact of CLIL Lessons

In this section, to answer the first research question of this study, data were collected from pre- and post-grammar and vocabulary tests. The following section reports the obtained findings:

##### 4.2.1 The impact of CLIL-based lessons on grammar achievement of students.

To analyze the effect of CLIL-based lessons on EFL students' grammar achievement scores, an independent samples t-test was applied to both groups. According to the pre-test results, the difference regarding grammar achievement of participants was not statistically significant ( $p=.906$  and  $p>0.05$ ). However, after the CLIL-based lessons, the post-test scores reported a statistically significant difference in the grammar achievement between the two groups. The difference regarding grammar achievement of participants was statistically significant ( $p=.000$ , and  $p<0.05$ ). The following table shows the statistics of both groups' pre- and post-grammar achievement scores:

Table 7  
*Pre- and Post-Grammar Achievement Scores*

		N	M	SD	t	df	p	
		Statistics		Std. Error				
Grammar	Pre-test	Control group	28	21.07	1.026	-0.119	54	.906
		Experimental group	28	20.93	.621			
	Post-test	Control group	28	33.14	.612	18.125	54	.000
		Experimental group	28	47.64	.515			

p<0.05

Based on these findings, it can be stated that CLIL-based lessons contributed to participants' grammar proficiency. In other words, the mean scores of the control (M=21.07) group and the experimental group (M=20.93) in the pre-test were relatively similar. However, those of the post-test were calculated as 33.14 and 47.64 respectively. Therefore, it can be concluded that there was an increase in the grammar achievement of the participants exposed to CLIL.

**4.2.2 The impact of CLIL-based lessons on vocabulary achievement.** The pre- and post-vocabulary tests were conducted to analyze the effects of CLIL-based lessons on learners' vocabulary achievement. The findings were analyzed with an independent samples t-test and according to the pre-test results, the difference regarding vocabulary development was found to be not statistically significant (p=1.000 and p>0.05). However, according to the post-test results, the difference regarding vocabulary achievement of participants was statistically significant (p=.000, and p<0.05). The following table shows the statistics of both groups' pre- and post-vocabulary achievement scores:

Table 8

*Pre- and Post-Vocabulary Achievement Scores*

			N	M	SD	t	df	p	
			Statistics		Std. Error				
Vocabulary	Pre-test	Control group	28	18.93	.477	2.523	.000	54	1.00
		Experimental group	28	18.93	.604	3.196			
	Post-test	Control group	28	33.14	.612	3.240	16.409	54	.000
		Experimental group	28	46.57	.543	2.873			

p<0.05

In sum, the mean scores of the control group (M=18.93) and experimental group (M=18.93) in pre-test were the same. However, those of the post-test were 33.14 and 46.57 respectively. Therefore, it can be interpreted that the CLIL implementation helped participants expand their vocabulary.

#### **4.3 Findings of the Semi-structured Interview regarding the Perception of the Students and Teacher on CLIL Lessons**

For the purpose of this study, a semi-structured (limited and wide scope responses items) interview was used to gather feedback from the students about the course. The wide scope items allowed students to provide input that they felt was most important. The interview gathered data regarding the students' thoughts, feelings, and suggestions for improvement. On the other hand, reflective journals were kept by the teacher for the purposes of evaluating the implementation of CLIL-based lessons. Journals can provide excellent qualitative information and help inform a course. The findings are classified under six main categories. These categories are summarized in the next section of the present study:

- Effective vocabulary learning
- Practical use of grammar
- Cooperative peer learning
- Positive experiences towards CLIL lessons
- Challenges encountered

➤ Recommendation for improving the course

**4.3.1 Effective vocabulary learning.** In terms of vocabulary learning skills, the participants expressed that use of interesting content that they can use to talk about specific fields like history, and engaging vocabulary activities supported by images and videos which are different from the traditional activities in their course book were their main sources of motivation. Also, practicing the same vocabulary in different sections such as reading, listening, and grammar allowed them to remember the words without implementing the traditional writing method. Furthermore, one student indicated that he learned effective vocabulary to communicate with foreigners. The following quotations support this finding:

[...] I am interested in western history. Learning new words with interesting content encouraged me a lot. I can remember the words easier. (S8, Interview Data, 24.10.2019)

[...] I have a better knowledge of vocabulary because I do not have to write the words many times in order to remember the meaning. Practicing the same words repeatedly made them easier to remember. (S11, Interview Data, 24.10.2019)

[...] The vocabulary activities were supported with images and videos. They were helpful, fun and educational. (S20, Interview Data, 25.10.2019)

[...] I learned essential vocabulary that I can use while talking to foreigners in daily life contexts. (S25, Interview Data, 25.10.2019)

[...] There were a variety of vocabulary activities different from my English course book. All of them were enjoyable and informative. (S15, Interview Data, 25.10.2019)

Similarly, the teacher reflected in the journals that students were engaged and eager to join vocabulary activities even if they found them a bit difficult. Also, it was stated that the vocabulary activities made the words easier to remember. Finally, real content aroused their curiosity to learn new words. The following quotations support this finding:

[...] During the speaking activities, some students tried to use sentences from the vocabulary section which means they can still remember the target vocabulary with their content. (RT, Journal Data, 13.09.2019)

[...] Influenced by Chinese education policy, students are very interested in science lessons. Students' participation in vocabulary activities was high. (RT, Journal Data, 27.09.2019)

[...] Although the students found the vocabulary activities a bit difficult, they tried to participate in the lesson intensively. (RT, Journal Data, 27.09.2019)

[...] Real content increased student's curiosity and encouraged them to search for new words to express their personal interest. (RT, Journal Data, 18.10.2019)

To sum up, in terms of learning new vocabulary, students reflected that learning new words in a related and engaging content rather than a traditional way helps them to be more motivated and interested in learning the target vocabulary. Moreover, the students had the opportunity to practice the target vocabulary in different parts of the unit such as reading, listening, and writing. They also were offered the opportunity to make sentences in speaking activities. Consequently, the findings indicated that CLIL approach motivated EFL students to learn vocabulary in an effective way by practicing English through global and real contents such as history, politics, geography, and science. Also, the reflective journals showed that students acquired the target vocabulary effectively even though they found it hard initially. In addition, including the target vocabulary in different sections such as reading, listening and speaking made it easier to remember and use them meaningfully and accurately. Moreover, learning new words in an interesting content motivated the students to engage and open to learn. Therefore, it can be concluded that CLIL-based lessons improved EFL learners' vocabulary achievement and encouraged them to use the target vocabulary in an accurate and meaningful way.

**4.3.2 Practical use of grammar.** According to the findings achieved from the interview, CLIL-based lessons equipped students with a new perspective as they were not exposed to traditional language rules anymore. They expressed that the grammar lessons were not boring and confusing as they used to be, on the contrary, the lessons were engaging, fun and interesting that helped the participants to come over their embarrassment of using the language. Also, they practiced the language in reading, listening and vocabulary activities and then came up with the grammar rules when they were asked and applied them in speaking and writing. The following excerpts support this finding:

[...] The grammar rules did not stress me much. It was fun to learn in this way. (S7, Interview Data, 24.10.2019)

[...] Before it was confusing to memorize the grammar rules. I remembered the sentences I read and listened while making sentences during the lesson. (S26, Interview Data, 25.10.2019)

[...] The lesson was so interesting. I enjoyed learning grammar without being exposed to confusing grammar rules. (S13, Interview Data, 24.10.2019)

[...] I am still not good at making sentences, but I did not feel embarrassed as much as before. (S9, Interview Data, 24.10.2019)

[...] With the help of the lessons, I could make sentences a bit easier compared to my regular English classes and I also felt more confident. (S24, Interview Data, 25.10.2019)

Added to that, the teacher expressed in the journals that use of grammar ability had developed, and they were capable of making sentences with the target structures within the class activities. The following statements support these findings:

[...] After the vocabulary, listening and reading parts, students were asked to give examples about extinct animals with the reasons behind their extinction. Pairs could easily make sentences to express their ideas like the sentences they had read in the previous section. (RT, Journal Data, 13.09.2019)

[...] Students filled in the blanks parts in which students were supposed to use simple past tense. Having seen the sample sentences in the text, they were able to complete it easily. (RT, Journal Data, 13.09.2019)

[...] Pairs were asked to ask questions to each other about the places that they wanted to live or visit in Europe by using gerunds/infinitives. Without taking notes on paper, they could make the questions and answer them simultaneously. (RT, Journal Data, 18.10.2019)

In brief, the students were able to use the target structures in sentences after being exposed to the language through listening and reading activities of CLIL units and then they were asked to deduct the rules. Later, the teacher added the missing information by supporting them with a variety of grammar activities. Consequently, these engaging CLIL-based lessons had a positive impact on the grammar development of EFL students of English. Accordingly, the findings of the reflective journals indicated that participants could use the target grammar structures and make sentences during speaking activities after practicing in reading and listening sections. Besides, the findings showed that the CLIL-

based lessons helped students figure out the grammar structures quickly and finished the grammar activities in the allocated time. Also, the students became so interested in the CLIL content that they tried to make meaningful sentences with the aim of expressing their opinions. Based on the journal findings, it could be concluded that CLIL-based lessons had a positive impact on the grammar achievement of the EFL students as they were required to practice the structures repeatedly in the unit.

**4.3.3 Cooperative peer learning.** The findings indicated that the learning environment had a crucial role at students' motivation. The pair/group-work activities, and inter-groups competitions helped students to overcome their shyness, practice the language effectively, share information with their classmates and have fun. Also, the engaging learning environment avoids them getting bored of doing individual activities and hesitating to ask questions in front of their classmates with the fear of being teased. The quotations below prove these findings:

[...] Working with my friends was beneficial and fun. We helped each other in need. (S17, Interview Data, 25.10.2019)

[...] I enjoyed the inter-groups competitions a lot. We were supposed to use what we had learned in an entertaining way. (S15, Interview Data, 25.10.2019)

[...] It is very embarrassing to speak in front of the class, but in the pair-work activity, I felt free. (S5, Interview Data, 24.10.2019)

[...] I am not interested in politics. My friends helped me in group activities. They were useful. (S12, Interview Data, 24.10.2019)

[...] When I had a question, did not understand what to do or needed help for a question or an activity, I asked my group-friends. We helped each other. (S23, Interview Data, 25.10.2019)

Furthermore, the teacher reflected in the journals that peer collaboration helped participants to overcome their shyness and encouraged them to feel more secure and talk freely without being embarrassed and afraid of making mistakes. In addition to it, participants enjoyed working, cooperating and sharing ideas with their peers. Regarding these results, the teacher shared these viewpoints:

[...] Pair/group-work made participants feel more secure and have better self-confidence especially during speaking activities. (RT, Journal Data, 27.09.2019)

[...] Participant students enjoyed working, competing, cooperating and sharing ideas and opinions with their friends. (RT, Journal Data, 11.10.2019)

[...] Students had a lot of fun discussing the advantages and disadvantages of ecotourism in groups. (RT, Journal Data, 18.10.2019)

Concisely, the findings showed that cooperative peer learning had a crucial role at the motivation of the students by encouraging them to use the language among their peers, share information with each other and avoid being embarrassed to speak. Accordingly, it can be concluded that CLIL created a positive learning atmosphere for EFL learners. The data of reflective journals also demonstrated that cooperative peer learning offered the participants an opportunity to overcome their embarrassment by enjoying combined effort and sharing their opinions and ideas with their mates. In addition, since they felt more confident, they had a better control and awareness on their learning.

**4.3.4 Positive attitudes towards CLIL-based lessons.** These findings revealed participants' positive experiences towards CLIL lessons in terms of giving students a chance to talk about places outside of China, arousing their curiosity, helping them realize their potential, and also being engaging and informative, enlightening the participants with real-life contents, the excerpts below support this finding:

[...] The lessons helped me to learn and talk about the places which are out of China. (S3, Interview Data, 24.10.2019)

[...] The classes and their contents were so enjoyable. I was always curious about the next lesson. (S6, Interview Data, 24.10.2019)

[...] I wasn't a successful student in English lessons, and I did not like it much because of this reason. However, I realized that I could do it. (S26, Interview Data, 25.10.2019)

[...] I find English lessons very engaging now. I wish I always have CLIL lessons. (S1, Interview Data, 24.10.2019)

[...] In my regular English classes, I mostly sit and work individually, but in CLIL lessons I was so active. (S11, Interview Data, 24.10.2019)

Accordingly, the findings from the reflective journals revealed that the participants had better concentration during the activities, so the teacher did not have difficulty warming them up. Also, they were always ready and prepared for the class. Last, they were

so interested in the topics that they carried the CLIL content out of class discussing at break times with their mates. The following quotations support the findings:

[...] Interesting topics encouraged the students to participate in the activities eagerly. It did not need to warn them to focus on the activities. (RT, Journal Data, 20.09.2019)

[...] Students were always waiting prepared, quietly and impatiently for the class to start, and also curious for the next class. (RT, Journal Data, 04.10.2019)

[...] The students got so interested in the topics that I heard them discussing them out of class. (RT, Journal Data, 18.10.2019)

Briefly, the gathered findings demonstrated that the students had positive attitudes towards CLIL lessons, as they supported the students to be more motivated, curious, engaging with enjoyable, informative and peer-work activities. Therefore, CLIL-based English classes weren't as tedious as the regular English classes used to be for the FL students of English. Moreover, the teacher reflected that the participants were enthusiastic about the activities and engaged throughout the CLIL-based lessons because they found the CLIL content quite interesting and enjoyable. The increase in motivation seems to have also influenced their concentration during the lessons positively.

**4.3.5 Challenges observed.** Although the majority of the participants had positive attitudes towards CLIL lessons, some participants reflected the challenges that they had during the implementation such as difficult listening activities, not sufficient time to finish their activities, feeling embarrassed in speaking activities and unclear instructions. As illustrated below:

[...] Listening activities were difficult for me. I did not understand much of the listening audio when I listened first. The teacher played it twice, but it wasn't enough for me. (S12, Interview Data, 25.10.2019)

[...] Audios were difficult to understand. We do not listen in our regular English classes. It was new for me. (S4, Interview Data, 24.10.2019)

[...] I needed more time for the vocabulary activity. I could not finish all of them on time. (S10, Interview Data, 24.10.2019)

[...] I do not like speaking much. I felt embarrassed in speaking. (S2, Interview Data, 24.10.2019)

[...] The teacher spoke only English in all lessons. Sometimes, I did not understand what to do, so I asked for help from my friends. (S22, Interview Data, 25.10.2019)

[...] Speaking activities were difficult. I could not make sentences easily and speak in front of my classmates. (S16, Interview Data, 25.10.2019)

The analysis of the reflective journals kept by the teacher pointed out some problems that were encountered during CLIL-based lessons regarding use of VPN and student's motivation. First, Google and YouTube are not allowed to be used in China, so the teacher had difficulty finding teaching materials. Next, some shy and weak students did not want to take a turn and speak English during speaking activities. Also, the classroom language and instructions were a bit difficult for some students. They asked for clearer, shorter and sometimes Chinese instructions. Finally, participants have classes on politics which most students think are boring and difficult; therefore, some students had a bias against politics. The following quotations support these findings:

[...] Use of VPN is necessary to get connected to YouTube and google in China; however, the VPN connection is not stable all the time which makes searching and downloading teaching materials difficult. (RT, Journal Data, 13.09.2019)

[...] Students felt shy and did not want to speak English during speaking activities. (RT, Journal Data, 13.09.2019)

[...] Weak students had problems with the instructions. As the teacher does not know Chinese, she used demonstrations or asked for help from strong students to translate the instructions. (RT, Journal Data, 13.09.2019)

[...] Some students weren't interested in politics, so they did not want to talk about the topic much. (RT, Journal Data, 18.10.2019)

To conclude, reflective journals emphasized that the CLIL-based lessons improved participant's grammar and vocabulary achievement and also motivated them. Despite some students facing challenges during speaking, listening and vocabulary activities, the rest of the students had positive attitudes towards CLIL lessons. A few students were too embarrassed to speak in the speaking activities. Another difficulty was that students could not complete the tasks within the allocated time and needed some extra time. Added to that, the listening audios were demanded to be played more than two times. Two weak students could not complete the tasks by listening twice. Finally, a student found the teacher's English instructions too difficult to understand. Considering the findings, it can be

concluded that CLIL-based lessons had constructive effects on EFL students' grammar and vocabulary achievement scores, and on both the students' and teacher's perception towards learning and teaching English.

**4.3.6 Recommendations for improving the course.** According to the recommendation of the students, units should have been supported by more homework and some units about China should have been included. Also, two students found the language of the lesson too difficult to understand, so they suggested that the teacher should have spoken slower and clearer. Considering these findings, the participants shared these viewpoints:

[...] I think more homework could have been given to practice more at home as well. (S14, Interview Data, 25.10.2019)

[...] All the materials were about western countries. Some information about China could have been added. (S18, Interview Data, 25.10.2019)

[...] The teacher could have spoken a bit slower. She was too fast to understand. (S19, Interview Data, 25.10.2019)

[...] The language of the lesson was English. I could not understand the whole instructions. Shorter and clearer instructions could have been given. (S21, Interview Data, 25.10.2019)

In brief, it can be concluded from the data obtained from the students' interview that the majority of the students had a positive attitude toward the implementation thinking that CLIL-based lessons contributed to their grammar and vocabulary achievement. They also expressed that they could use the grammar structures and target vocabulary of different and interesting contents in speaking activities. In the light of the feedback obtained from the participants, the major achievement of the lessons was the motivation and achievement that encouraged them to overcome their shyness to speak, arouse curiosity, get interested in the lessons and have fun during the lessons. However, some problems were encountered during the implementation because the students were not used to being taught English with English instructions and they did not have many listening and speaking activities which were necessary to build listening and speaking skills.

## Chapter 5

### Discussion and Conclusion

#### 5.1 Discussion of Findings for Research Questions

The purpose of the study was to analyze the effects of CLIL-based lessons on foreign language EFL students' vocabulary and grammar achievement as well as the perception of the students and teacher about the implementation of CLIL in an EFL classroom. In this study, the data were collected through quantitative and qualitative data instruments that were pre- and post-vocabulary and grammar achievement tests, semi-structured interviews with the experimental group, and reflective journals of the teacher. The following section aims to discuss the findings of each research question.

**5.1.1 Discussion of the findings of RQ1: Is there any significant difference between the vocabulary and grammar achievement of CLIL and non-CLIL EFL students?** The first research question was based on the effects of CLIL-based lessons on students' grammar and vocabulary achievement. Pre- and post-vocabulary and grammar achievement tests were administered to gather data regarding vocabulary and grammar achievement. The data of the tests were analyzed by a quantitative method using descriptive statistics. The findings of the tests emphasized that the participants performed better in post-vocabulary and grammar achievement tests compared to the pre-test. This finding is also in line with the findings of Klippel (2003) which investigated the effect of CLIL on students' achievement. Similarly, Naves and Victoria (2010) conducted two empirical studies to find out to what extent lower grade CLIL learners managed to do as well or better than higher grades learners. Both of the studies revealed that CLIL students had better grammar accuracy within CLIL programs. The findings of Çinar's (2018) study that investigated the effects of CLIL on learners' vocabulary-grammar achievement and motivation revealed similar findings with the current study that there was an increase in the vocabulary achievement of the students. Also, the findings of the current study were found to be similar to Lasagabaster (2009) that emphasized that CLIL had positive effects on the motivation and language competence of learners. Furthermore, Nebioglugil (2015) conducted a study to investigate the vocabulary learning process of young learners through CLIL implementation. It revealed that the majority of the participants performed better vocabulary improvement through CLIL lessons which was also found in the present study.

To sum up, the experimental CLIL group outperformed the control group in pre- and post- vocabulary and grammar achievement tests. After eight CLIL implementation weeks in total, the gap between the two groups regarding their achievement in vocabulary and grammar increased. In other words, the participants performed better in post-vocabulary and grammar achievement tests compared to the pre-vocabulary and grammar achievement tests. Therefore, it can be concluded that CLIL-based lessons had positive effects on students' vocabulary and grammar achievement.

### **5.1.2 Discussion of the findings of RQ2: What are the perceptions of the students and teacher about using, teaching, and practicing English through CLIL?**

As for the second research question, semi-structured interviews were answered by the experimental CLIL group and were analyzed to identify their perceptions regarding the implementation of CLIL-based lessons. The data were analyzed through qualitative methods through content analysis. The findings revealed that a great number of the students had positive attitudes towards CLIL-based lessons. First, the students highlighted the engaging, interactive, and enjoyable vocabulary and grammar activities which provided them with the opportunity of practicing the language in interesting and relevant content. Next, instead of working individually, they mostly worked with their classmates during activities. They stated that cooperative peer working enabled them to help each other, share their opinions and avoid being embarrassed in front of their friends. Also, they shared their positive attitudes toward CLIL in terms of being student-centered, engaging, interesting, and communicative compared to the traditional way of teaching. This finding is in line with Altinkamış's (2009) study which was conducted to investigate the success and motivation of CLIL learners and teachers. Additionally, these are more studies that revealed that CLIL has a positive effect on the motivation of learners which support the findings of the present study as well (Hunt et al., 2009; Lasagabaster, 2011; Rumlich, 2013).

Furthermore, reflective journals were kept by the experimental group teacher at the end of each implementation week. In her reflections, she emphasized that the majority of the participants were motivated and eager to participate in the grammar and vocabulary activities as they worked with their mates in student-centered peer- and group work activities. She also stressed that participants felt freer and had better self-confidence during speaking activities. Therefore, the teacher considered integrating CLIL into EFL classrooms raised the tone of the teaching and learning process. According to Keller (2010),

teachers and class materials are crucial for raising learners' curiosity which has a direct relation with motivation. In this study, the participants and the teacher expressed that the learners found the lessons very engaging, interesting, functional, and motivating. Glynn et al.' (2005) and Carpenter (2011) have similar findings with the current study in terms of the efficiency of motivation. Both studies revealed that motivation increased learners' efforts, self-control and changed their attitudes towards lessons.

To wrap up, participants found the CLIL-based lessons motivating, engaging, practical, and useful although they stated some problems that they had encountered during the implementation. Therefore, it can be concluded that the CLIL-based lessons had positive effects on the motivation of the participating students. The teacher reflected that integrating CLIL content in the 9<sup>th</sup> grade EFL classroom motivated the great majority of the learners despite the problems encountered during the implementation. Therefore, parallel to the findings gathered through interviews and journals, it can be concluded that the CLIL-based lessons motivated the participants.

## **5.2 Pedagogical Implications**

This study offers some pedagogical implications for researchers, lesson-material designers and language teachers. Initially, the results of achievement tests indicated that CLIL-based lessons enhanced vocabulary and grammar achievement scores of EFL learners significantly. The results also revealed enhanced motivation and positive perceptions of the participants towards CLIL instructions. Furthermore, the participants expressed the outstanding features of this method such as engaging, interesting, enjoyable, functional, and informative. They also found CLIL effective in terms of being active learners and using the target language by making use of target structures and vocabularies in different contents and activities. Therefore, CLIL can be integrated into EFL classrooms to improve vocabulary and grammar achievement of EFL learners as well as increase participation and motivation of learners. In this way, students can be encouraged to acquire foreign languages through global, real-life, and interesting content as well as improving their cultural awareness through cultural content. However, the age, needs, and interests of learners should be put into consideration while deciding topics, preparing materials, and designing lessons as the aim of CLIL-based lessons is to increase motivation and improve academic success by preparing learners to the global world with authentic and global context. Hence, it can be achieved by engaging content that attracts their attention.

Overall, the data achieved from this study reveals the positive effects of implementing CLIL instructions into EFL classrooms regarding motivation and vocabulary-grammar achievement of learners.

### **5.3 Conclusion**

The study examined and compared the effects of CLIL-based lessons on EFL students' vocabulary and grammar achievement in the 9<sup>th</sup> grade English classrooms of a public school in Wenling, China. The findings indicated that the experimental group that received CLIL-based lessons had better vocabulary and grammar achievement scores. The study also attempted to find out the perceptions of students and teachers about teaching, learning and practicing English through CLIL. Apart from the vocabulary and grammar achievement scores, the finding of the semi-structured interview revealed that the CLIL group was engaged and encouraged with the CLIL-based lessons and mostly reflected their positive perceptions in the interview. In addition to the interview, the teacher reflected positive views about the implementation of CLIL-based lessons into the EFL classroom.

Consequently, it can be concluded from the findings of the study that integrating CLIL-based lessons into a 9<sup>th</sup> grade EFL classroom was effective in terms of vocabulary and grammar achievement of EFL students. Additionally, both the students and their teacher had positive attitudes about teaching, learning, and practicing English through CLIL.

### **5.4 Recommendations for Further Research**

The study offers some recommendations for further research studies. First, the study included two 9<sup>th</sup> grade high school classes with a small number of students (28 in the experimental and 30 in the control group). However, for further research, the study could be conducted with larger groups of students from different levels to compare the effects of CLIL-based lessons. For further research, speaking, writing and reading skills of students could be analyzed to see wider effects of CLIL-based lessons on the achievement of learners as well. Finally, the implementation of the study lasted for 8 weeks in total and included pre- and post-vocabulary and grammar achievement tests. Future studies can be conducted for a longer period to see the long term effect of CLIL on language achievement in EFL classrooms.

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## APPENDICES

### APPENDIX A: Pre-Test

#### A: Choose the correct word to fill in the blanks. (10x2=20 points)

adapt	remain	escape	hole	dangerous
high tech	wacky	foggy	bribe	set off

1. The hikers couldn't find their way back to camp because it was so .....
2. The criminals were able to ..... from the prison by digging through the floor.
3. Animals that can ..... well to a changing environment have a greater chance of survival.
4. New cell phones are so ..... older people have trouble using them.
5. There is a giant ..... in the road – be careful!
6. My friend Nicholas is so ....., he's always doing something crazy.
7. We ..... on our voyage across the Atlantic Ocean this morning.
8. Around half the population of the U.K wants to ..... in the European Union.
9. The government worker accepted a ..... from the politician to change the results of the election.
10. Drinking too much water can be as ..... to your health as drinking too little.

#### B: Match the words with their meanings (5x2=10 points)

1. March in parades	a) promise to marry
2. <u>Set off</u> fireworks	b) walk in the street to celebrate an event with others
3. wish well	c) start/use fire to light
4. Get engaged	d) to request from, appeal or praise to God
5. Pray	e) hope for the best for something/someone

#### C: Choose the best option (5x2=10)

1. Last night, a giant bright light *appeared/sudden* in the sky.
2. Four people *lived/survived* the plane crash.
3. The flood happened so *slowly/suddenly*, we didn't have time to take our clothes in the evacuation.
4. The *rocky/happy* shore presented a threat to our ship.
5. England does not have a written *constitution/government*.

**D: Write True or False for the use of the underlined word (5x2=10)**

1. My wife and I got engaged last month after 25 years of marriage. ....
2. He doesn't like public speaking because he has an inferiority complex. ....
3. The mountain is too steep to climb, we must find another way. ....
4. Students wear costumes to that international private school. ....
5. I am feeling exhausting after climbing that mountain. ....

**E: Complete the sentences with the correct form of the verb (5x3=15)**

1. The criminals ..... (*throw*) the gun into the river when they saw the police coming.
2. Our friend Mike ..... (*adapt*) to living in China quickly – he feels like he is at home now.
3. I ..... (*remain*) on the phone until you feel better.
4. We ..... (*set off*) for our journey tomorrow morning at 6:30 am – everything is ready to go!
5. Judy ..... (*wish*) the best of luck with our new project.

**F: Choose the correct option (10x2=20)**

1. If I come over, *can/can not* you help me do my homework?
2. Will the team *win/won* the game if he joins?
3. I *love/ am loving* eating hamburgers.
4. I *play/played* guitar on the weekends (I still do).
5. If I *hadn't done/didn't do* my homework, I wouldn't have passed the test.
6. They *would have/wouldn't have* been rich if they hadn't sold the business.
7. The person *who/which* comes for dinner should bring flowers.
8. The book *that/what* you brought gives great information about holidays.
9. It's *too dangerous/dangerous too* to go swimming at that beach.
10. The law requires everyone *wearing/to wear* a seatbelt.

**G: Complete the sentences using your own words (5x3=15)**

1. If I won the lottery, .....
2. If NASA had been given more money, .....
3. I would have moved to Japan if .....
4. ...., I wouldn't be studying English now.
5. If I hadn't got married, .....

## APPENDIX B: Post-Test

### A: Choose the best word to fill in the blanks. (10x2=20 points)

survive	wacky	high tech	dangerous	set off
adapt	remain	escape	hole	foggy

1. The driver couldn't see the road due to .....weather.
2. The ..... clown made the children laugh.
3. Only five teams .....in the competition.
4. If you don't ..... to the new conditions, you won't last long.
5. Huawei makes very.....cell phones.
6. Smoking is very .....for your health.
7. People in China ..... many fireworks for Chinese New Year.
8. I lost my keys because there is a ..... in my pocket.
9. If there is a fire, you must ..... the building as quickly as possible.
10. People who live in the artic .....on a diet consisting of almost 100% meat.

### B: Match the words with their meanings (5x2=10 points)

<ol style="list-style-type: none"> <li>1. Pray</li> <li>2. <u>Set off</u> fireworks</li> <li>3. March in parades</li> <li>4. Wish well</li> <li>5. Get engaged</li> </ol>	<ol style="list-style-type: none"> <li>a) To get pledged to marry</li> <li>b) To walk with regular and measured tread</li> <li>c) To set fire</li> <li>d) to talk to God for any reason</li> <li>e) hope for the best for something someone</li> </ol>
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### C: Choose the best option (5x2=10)

1. California's coast is very *slow/rocky* with beautiful mountain views.
2. The U.S *constitution/government* was written in the late 18<sup>th</sup> century.
3. A giant wave *appeared/left* on the horizon, so we all ran up the mountain.
4. How many people *boarded/survived* on the island after their shipwrecked.
5. Turtles walk *slowly/quickly* compared to rabbits.

**D: Write True or False for the use of the underlined word (5x2=10)**

1. Wearing costumes is a popular activity on Halloween. ....
2. My friend engaged to his girlfriend last month. ....
3. Climbing that mountain is exhausted. ....
4. San Francisco is famous for its steeping streets. ....
5. People with an inferior complex don't like to spend time with others. ....

**E: Complete the sentences with the correct form of the verb (5x3=15)**

1. I ..... (have) a cell phone, I would have called my mum.
2. He wouldn't have been late, If he ..... (check) the time.
3. They would have gone, If they ..... (buy) their tickets.
4. If you ..... (tell), I wouldn't have known about it.
5. We wouldn't have gotten lost, If someone ..... (explain) the directions better.

**F: Choose the correct option (10x2=20)**

1. If I do my homework, *can/can not* I go out with my friends?
2. Will the champion *win/won* the game if he joins the tournament?
3. I *love/ am loving* playing video games every day.
4. When I was younger, I *play/played* the piano every day.
5. I wasn't allowed to eat dinner until I *didn't do/did* the dishes.
6. They *would have/wouldn't have* lived in Tokyo, if they stayed in Istanbul.
7. The person *who/which* comes to class should bring pencils.
8. The person *that/what* saw the alien was on the hill.
9. It's *too dangerous/dangerous too* to eat live octopus.
10. They like *wearing/to wear* designer clothes from Korea.

**G: Complete the sentences using your own words (5x3=15)**

1. When I was younger, I couldn't believe .....
2. If I were the president, .....
3. I would have sold my car, .....
4. ...., I wouldn't be working right now.
5. If I hadn't taken out that loan, .....

## **APPENDIX C: Semi-Structured Interview**

### **SEMI-STRUCTURED INTERVIEW**

- 1.** How did content and language integrated learning (CLIL) help you learn English different from traditional lessons in terms of vocabulary and grammar achievement? Explain
- 2.** Did you have any difficulties in learning with content and language integrated learning (CLIL)? Explain.
- 3.** How did content and language integrated learning (CLIL) influence your motivation and interest?
- 4.** What were the effects of cooperative learning on your performance?
- 5.** What was your most and least favorite part during the content and language integrated learning (CLIL) lessons? Why?
- 6.** Is there anything else you would like to add?

## **APPENDIX D: Reflective Journal**

### **REFLECTIVE JOURNALS OF THE TEACHER**

- 1.** Reflect on your observations regarding implementation of CLIL content in your classroom.
- 2.** Reflect on your observations regarding the efficiency of vocabulary and grammar activities.
- 3.** Reflect on what you have observed while students are doing CLIL activities.

## APPENDIX E: Lesson Plan

<b>Unit</b>	Holidays and Traditions	
<b>Timing</b>	2 Lessons	
<b>Week</b>	5	
<b>Level</b>	9 <sup>th</sup> Grade / A2-B1	
<b>Age</b>	15-16	
<b>Aims</b>		
<ul style="list-style-type: none"> <li>→ To present the content of the unit</li> <li>→ To find out about a holiday</li> <li>→ Ask about customs of another culture</li> <li>→ Describe a holiday or celebration</li> <li>→ Explain wedding tradition</li> </ul>		
<b>Teaching Objectives</b> (What I plan to teach)		
<b>Content</b>	<b>Cognition</b>	
<ul style="list-style-type: none"> <li>→ Introduction of the unit</li> <li>→ What holidays and customs are</li> <li>→ Types of holidays and customs</li> <li>→ Importance of keeping customs</li> </ul>	<ul style="list-style-type: none"> <li>→ Provide learners with opportunities to understand the key concepts and apply them in different contexts.</li> <li>→ Vocabulary building, acquiring and using them in sentences.</li> <li>→ Provide learners with target structure through activities.</li> <li>→ Categorize and talk about holidays and customs according to their types.</li> </ul>	
<b>Culture</b>		
<ul style="list-style-type: none"> <li>→ Identify Chinese and non-Chinese holidays and customs according to their types.</li> <li>→ Become aware of the importance of respecting and keeping customs and holidays.</li> <li>→ Realize that they can learn any content with English</li> </ul>		
<b>Communication</b>		
<b>Language of learning</b>		
<ul style="list-style-type: none"> <li>● Key vocabulary: <i>observance, custom, set off fireworks, march in parades, pray, wish well, get engaged, ceremony, religious, seasonal, historical...</i></li> <li>● Target structure: <i>adjective clauses with object/subject relative pronouns</i></li> </ul>		
<b>Language for learning</b>		
<ul style="list-style-type: none"> <li>● Asking each other questions: <i>When does it take place? What do people do? What are the origins of these customs/traditions?</i></li> <li>● Categorizing: <i>Chinese and non-Chinese holidays and customs according to their</i></li> </ul>		

types.

- Discussing: *Importance of customs and traditions and the reasons why we should keep them.*
- Describing: *The traditions and holidays regarding their date, place, features by using adjective clauses with object/subject relative pronouns.*
- Other: *Which holiday or tradition do you find the most interesting? Do you know any holidays, observance, or traditions that are similar to the ones in your country? How are they similar and different?*

#### **Language through learning**

- To choose the language which is needed for the activities.
- To keep the language which was practiced by both the teacher and students.
- To learn from peer activities.
- Recognize, guess and learn the new vocabulary which arise from the activities.

#### **Learning Outcomes**

(What learners will be able to do by the end of the lessons)

By the end of the lessons, learners will be able to:

- Find out about a holiday.
- Ask about the customs of other cultures.
- Describe a holiday or celebration.
- Explain wedding traditions.

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Year	Place	Enrollment
2019-Now	Birmy Language School/China	English Teacher
2017-2018	Bahcesehir University	Instructor
2013-2017	Turkish Education Association	English Teacher
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## **PUBLICATIONS**

Kılıç, T., Çatal, N., Jaber, R., & Mede, E. (2018). The Role of CLIL Instructions on the Motivation of Turkish Learners of English. In The 27th International Congress on Educational Sciences. Retrieved May 8, 2019.